DOCUMENT RESUME

ED 033 719 LI 000 941

AUTHOR	Freeman, Nancy J., Ed.
TITLE	Library Services in North Dakota; Report of a Survey Conducted for the State Library Commission and the State Historical Society.
Spons Agency	North Dakota State Historical Society, Bismarck.; North Dakota State Library Commission, Bismarck.
Pub Date	66
Note	73p.
EDRS Price	EDRS Price MF-$0.50 HC-$3.75
Descriptors	County Libraries, Economic Factors, Financial Support, Legislation, Library Cooperation, *Library Planning, *Library Services, Library Standards, *Library Surveys, Population Trends, Public Libraries, Regional Libraries, School Libraries, *State Libraries
Identifiers	*North Dakota

Abstract

A survey was conducted to analyze the population and economic trends in North Dakota, the existing library resources and services, the roles of the State Library Commission and the State Historical Library, and the present library laws and to recommend a plan for long-range development of library services throughout the state. The survey team obtained data from interviews with staff of state agencies, visits to libraries throughout the state, and questionnaires sent to libraries, library boards and public school officials. Library conditions in the state were found to be far below the minimum required for effective service. As an over-all recommendation, the report suggests that "Standards for Library Functions at the State Level" be used as the basic guide in planning for development of library services. Recommendations for public library service include cooperative federations, development of four regional resource centers, drafting necessary legislation, and separation of school and public library services. Recommendations were also made for the reorganization of the State Library Commission and for improvement of the North Dakota Historical Society Library. Appendixes include a discussion of school-public library relationships and the survey questionnaires. [Not available in hard copy due to marginal legibility of original document.] (JB)

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ED033719

LIBRARY SERVICES IN NORTH DAKOTA

REPORT OF A SURVEY CONDUCTED FOR THE STATE LIBRARY COMMISSION AND THE STATE HISTORICAL SOCIETY

by

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UNIVERSITY OF MINNESOTA LIBRARY SCHOOL

Minneapolis, Minnesota

1966

LI 000 941

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FOREWORD

The State Library Commission of North Dakota is empowered by law to "conduct, or arrange to have conducted, research into the conditions of library service in the state and produce written plans for the development and betterment of such service." In the spring of 1966, the State Library Commission and the State Historical Society invited Professor David K. Berninghausen, Director of the Library School of the University of Minnesota, to conduct a survey of the State Historical Library and, in addition, of library resources and services in North Dakota in general and to recommend a plan for library development for the state which would be feasible, considering the size and sparse population of the state and its economic possibilities.

Other members of the survey team subsequently hired were: James Taylor Dunn, Chief Librarian, Minnesota Historical Society Library; Ernestine Grafton, Director of the Iowa State Traveling Library; Muriel Fuller, Chairman, Department of Library Science, University Extension Division, University of Wisconsin; and Nancy Freeman, Assistant to the Director of the Library School of the University of Minnesota.

After preliminary study of information about the state of North Dakota and its libraries, the survey team spent several days in Bismarck visiting the State Library Commission, the State Historical Library, and other state agency libraries. Members of the Commission staff, the State Historical Library staff, and the Board of Administration were interviewed. A meeting was held with the survey committee of the North Dakota Library Association to which members of the Commission staff, the Board of Administration, the State Historical Library, and a representative of the Governor's office were invited. Two members of the team made a circle tour of the state visiting all of the largest libraries and several other county, regional, and smaller municipal, and association libraries. One five-county demonstration library and one combination school and public library were also visited. Librarians, other staff, trustees, school superintendents, teachers, and one County Commissioner were interviewed on this trip.

A detailed questionnaire was sent to all public libraries in the state, and a shorter questionnaire was sent to all public library boards. In addition, a brief questionnaire was sent to the academic libraries with a checklist of reference and periodical holdings and important 1965 publications. A brief questionnaire was sent, also, to the principals of all accredited public schools to give some indication of school library resources available in the state.

It is the purpose of this report to analyze the population and economic trends in North Dakota, the existing library resources and services, the role of the State Library Commission, the role of the State Historical Library, and the present library laws, and to recommend a plan for long-range development of library services throughout the state.

CHAPTER I

SUMMARY OF RECOMMENDATIONS

As a general, overall recommendation, the survey team recommends that librarians, trustees, and government officials of North Dakota study the 62 points in Standards for Library Functions at the State Level, using this document as a basic reference tool to guide in the planning of state library services. This set of standards was approved by the American Association of State Libraries for the American Library Association in July, 1963.

Some parts of this list of standards are quoted in the text of this survey report, but the whole 37 page document would provide useful background and perspective for the people who will decide to accept or reject the recommendations below.

IT IS RECOMMENDED: (See Chapter V for discussion)

1. That the Library Survey Committee and the State Library Commission plan for the improvement and extension of public library service through co-operative federations formed by voluntary contractual agreement among existing public libraries financed initially with state and federal funds and with a fair share from the local libraries as the program develops.

2. That four regional library resource centers be developed at Bismarck, Fargo, Grand Forks, and Minot, with Williston, Jamestown, and Dickinson developed as auxiliary centers. A schedule for development should begin with Bismarck and Minot, since they have already built new public library buildings.

3. That a recruitment and scholarship committee be formed and supported by a budget from the North Dakota Library Association supplemented by funds from other sources.

4. That legislation be drafted:

    a. To provide authority to the State Library agency to carry out a program of state aid so that when funds are available the agency can act promptly.

    b. To provide a library systems law.

    c. To permit a county library levy of 4 mills or more. As a long range goal, the ceiling should be removed entirely.

    d. To expand the scope of North Dakota Century Code 54-24-08.

    e. To make the city council the authority which appoints the public library board.

5. That direct library service to schools by public libraries be discontinued. (See Appendix D.)

6. That direct library service to schools by the State Library Commission be discontinued. (See Appendix D.)

7. That school and public library services and responsibilities for these services be clearly separated. (See Appendix D.)

8. That the value of public library service and the need for increased support be interpreted to the people of the state through a planned educational program, to be carried out on both the state and local levels. (See Recommendation 30 in Chapter VI.)

9. That the Library Survey Committee be broadened by invitation to members of the logically interested organizations and associations in the state to serve as developers of the plan to improve library service in North Dakota.

10. That the State Library Commission and the North Dakota Library Association conduct a study of state aid programs in other states.

(The first ten recommendations are discussed in Chapter V.)

REORGANIZATION OF THE STATE LIBRARY COMMISSION

(See Chapter VI for discussion)

AS A FIRST STEP IN THE REORGANIZATION IT IS RECOMMENDED:

11. That statutory provisions be enacted in the next session of the legislature to establish a state library board with power to appoint a Director of State Libraries. This board should be made up of citizens with diversified interests and should be representative of different geographical areas and occupational fields. (NDCC 54-24-01 to 54-24-.1-06 will have to be completely revised).

12. That statutory provisions be enacted to rename the State Library Commission, to call it henceforth The General State Library, and that this library be designated as the state agency to administer the Library Services and Construction Act funds.

13. That statutory provisions be enacted placing Archives under the Reference and Circulation Division of the General State Library.

14. That statutory provisions be enacted to establish a Legislative Reference Service as part of the Reference And Circulation Division of the General State Library.

15. That the newly created State Library Board (created under Recommendation 11) appoint a Director of State Libraries with a fifth year degree from a school accredited by the American Library Association and with appropriate experience for such a position.

16. That the reorganization plan charted in Step One be implemented immediately. This will put the Law Library, and the Historical Library under the supervision of the Director of State Libraries.

17. That the Technical Processing Division become the responsibility of the Director of Libraries. As drawn on the chart, this division will be centralized directly under the supervision of the Director and will serve all state library agencies. The expensive duplication of effort in acquisitions and cataloging will thus be reduced.

18. That a professional librarian qualified by experience and a fifth year degree from a library school accredited by ALA be hired to head the Technical Processing Division.

19. That the responsibility for organizing and giving archival service be placed under the General State Library Reference and Circulation Division and that an archivist be appointed to provide this service.

20. That the General State Library request $50,000 per year for books and periodicals to permit a strengthening of its collections.

21. That reference and circulation services of the State Libraries be limited to adults and to the libraries of North Dakota.

22. That the Traveling Library Department be closed.

23. That book selection be limited to reference and research materials and important fiction and non-fiction.

24. That use of the information services of the State Law Library and the State Historical Library be encouraged by a review of the possibilities for photo-copying and borrowing privileges. The librarians of these agencies, and perhaps the librarians of the University of North Dakota and North Dakota State University should carry on this review, under the direction of the Director of State Libraries, with a view toward establishing rules and regulations for extension of services.

25. That subject area specialization be developed in several of the larger city libraries, using federal grants matched with local state funds.

26. That the Union Catalog of the holdings of twenty-three public, college and university libraries be placed under the Reference and Circulation Division of the General State Library and that its use be expanded and promoted.

27. That audio-visual services be established as a responsibility of the General State Library, and that these services be developed as an aid to all libraries in the state.

28. That state funds for salaries for new consultant positions be requested of the next state legislature. These positions should include four field consultants and three special services consultants, namely, an institutional library consultant, an adult education specialist, and a children's and young people's specialist.

29. That a library plan for service to state institutions (hospitals, prisons, etc.) be developed and that proposals for federal grants be prepared according to the guidelines from the Library Services Branch of the U. S. Office of Education.

30. That a Public Relations office be established as a staff office under the Director of State Libraries.

31. That job descriptions be developed for the professional staff of the General State Library, the State Historical Library, and the State Law Library.

32. That the personnel standards described in Chapter VI be adopted immediately, and that the professional personnel recommended throughout this survey be recruited on a nation-wide basis.

33. That the next salary budget request for the General State Library be for a minimum of $125,000 per year.

34. That conditions of library employment be brought up to those of stronger libraries in the state and nation by preparation of a better retirement plan, with sick leave cumulative to 90 days, and annual vacations of one month out of each 12 months of employment. (It is standard practice in American

libraries to provide at least one month's vacation, and it is impossible to recruit qualified librarians without meeting this standard.)

35. That a state committee study the possibility and desirability of certification regulations for librarians in publicly supported libraries.

36. That the General State Library develop a plan and program to provide in-service training and education for librarians and trustees in publicly supported libraries.

37. That three or more clerical workers be hired to support the work of each professional librarian in the state libraries.

38. That a building for North Dakota State Libraries be planned with sufficient capacity to house the State Law Library, the State Historical Library, and the General State Library, and with room for expansion.

39. That a full-time school library specialist with a fifth year degree in library science from an ALA accredited library school, and with school library experience be added to the Department of Public Instruction.

40. That the one and only program of library instruction in North Dakota be at the University of North Dakota, and that it shall be a minor program of no more than 18 semester hours of library science to be studied by any individual, and that it shall meet all the points in the ALA undergraduate library education standards. (See Appendix C.)

(Recommendations 1 to 10 are discussed and elaborated in Chapter V. Recommendations 11 to 38 are discussed in Chapter VI. Recommendation 39 is discussed at the end of Chapter VI, and Appendix D has pertinent information. Recommendation 40 is discussed only in Appendix C, but it is important in the future development of all library services in North Dakota.)

CHAPTER II

POPULATION AND ECONOMIC TRENDS IN NORTH DAKOTA

"Every individual has a right to benefit from the record of what is known, whether he lives in a big city, a suburban community, a small town, an unincorporated area, or a rural district ...."

ALA Standards of Quality
for Public Library Service

In the late summer of 1966 Barbara Ward, British economist, published a small book entitled Spaceship Earth, in which she notes that modern science and technology have created such a close network of communication, transport, economic interdependence -- and potential nuclear destruction -- that planet earth, on its journey through infinity, has acquired the intimacy, the fellowship, and the vulnerability of a spaceship.

Library service is a part of the educational program of the modern community, state, and nation that can no longer be conceived of as a "cultural luxury" of value and of interest chiefly to women and children. The information services provided by modern libraries are essential to the men who engage in industry and business, in all the professions, in a way which is increasingly recognized all over the United States and is just beginning to be recognized throughout the world.

In the third chapter of this report, a brief history of library development in North Dakota, there is evidence of a sound instinct on the part of the women's clubs and other founders of libraries. These founders were often migrants to rural areas who had had experience with libraries, and they believed that libraries were important and worked to bring them into existence.

In recent years, however, there has been a marked increase in out-migration from rural areas to urban areas in North Dakota, and also migration out of the state. Henderson and Krueger project a loss of 6,030 urban dwellers and a loss of 154,628 rural dwellers from North Dakota's population during the period of 1960-1975.[1] As this migration away from rural areas increases, there will be fewer and fewer rural residents who have ever known what library and information services are and how essential they are to modern living.

Miss Ward, in Spaceship Earth, expresses her view that our world twenty years hence will be almost completely different from what we see today. She views our space voyage as totally precarious, noting that we depend upon a little envelope of soil and a rather larger envelope of atmosphere for life itself, and reminds us that both can be contaminated and destroyed.

She writes:

> "We are a ship's company on a small ship. Rational behavior is the condition of survival.
>
> "Rational rules of behavior are what we largely lack. The drive and energies that have built our world society have been, on the whole, the energies of power and wealth and enmity. We seem to lack any comparable energy in building the institutions, the laws, the habits, the traditions which express our moral and social purposes -- obligation, equality, dignity, respect, neighborliness in its fullest sense which means, if we have not too much debased the word, the sense and practice of brother love."

Admittedly, as this author notes, to invent institutions or create a community is much more difficult than simply to drift with the physical and technological movements of world change. But --

> "Unless, as a human society, we have some sense of direction, blind chance will take over ... A man can go safely to sleep fishing in the middle of a quiet lake. But if he is out in the rapids, he had better reach for a paddle. If we have no sense of direction, then we shall have no sense of mastery, and if we have no sense of mastery, I doubt very much whether we shall be able to survive the enormous forces of change that sweep down upon us."

To live successfully on this spaceship earth in the next twenty, forty, or eighty years, a much larger investment in education and library information service is essential. Today, most of the citizens of North Dakota, even urban dwellers, lack the information resources upon which productive industry, commerce, scientific and scholarly activities depend. If the decision-makers are to make wise decisions in the operation of the state government, the conduct of public affairs, and in all educational enterprises, they must be correctly informed. There is undoubtedly much information available in the libraries of North Dakota already, but it must be organized for use.

Can North Dakota afford modern library services? In a sparsely populated state it is not easy to provide equitably for the rural population, but every individual has the right of access to the recorded knowledge (printed or non-printed) which he needs, regardless of his age, occupation, economic or ethnic background, or area of the state in which he lives. This study provides guidelines for development of high quality library service to the people of North Dakota, which, although ranking 17th in size, ranks 42nd in population in the United States, according to the 1960 census.

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[1] Henderson, James M. and Krueger, Anne O., National Growth and Economic Change in the Midwest, Minneapolis, University of Minnesota Press, 1965, p. 26.

POPULATION[2]

The trend toward urban living is evident with 222,708 people living in cities of 2,500 or more population. This represents an increase of 35% over the preceding census of 1950. The rural population was numbered at 409,738, a decrease of 9.9% from 1950. A breakdown of communities by size would be as follows:

10,000 or more population	7
2,500 or more population	15
1,000 to 2,500 population	49
Under 1,000 population	294

Population projections by the Census Bureau indicate a 1970 population of 646,000 to 669,000 and a 1985 population of from 690,000 to 799,000. This projection is in conflict with the figures given in National Growth and Economic Change in the Midwest, by James M. Henderson and Anne O. Krueger, University of Minnesota Press, 1965, which indicate that whereas the Upper Midwest states will realize below average total population growth rates, the population of North Dakota will actually decline to 611,690 in 1975. Substantial growth is projected only for the Grand Forks and Fargo areas.

The table below indicates the population of the counties and larger cities of North Dakota.

TABLE I

1960 U. S. Census Population Figures for North Dakota's 53 Counties

Adams	4,449	Grant	6,248	Ransom	8,078
Barnes	16,719	Griggs	5,023	Renville	4,698
Benson	9,435	Hettinger	6,317	Richland	18,824
Billings	1,513	Kidder	5,386	Rolette	10,641
Bottineau	11,315	LaMoure	8,705	Sargent	6,856
Bowman	4,154	Logan	5,369	Sheridan	4,350
Burke	5,886	McHenry	11,099	Sioux	3,662
Burleigh	34,016	McIntosh	6,702	Slope	1,893
Cass	66,947	McKenzie	7,296	Stark	18,451
Cavalier	10,064	McLean	14,030	Steele	4,719
Dickey	8,147	Mercer	6,805	Stutsman	25,137
Divide	5,566	Morton	20,992	Towner	5,624
Dunn	6,350	Mountrail	10,077	Traill	10,583
Eddy	4,936	Nelson	7,034	Walsh	17,997
Emmons	8,462	Oliver	2,610	Ward	47,072
Foster	5,361	Pembina	12,946	Wells	9,237
Golden Valley	3,100	Pierce	7,394	Williams	22,051
Grand Forks	48,677	Ramsey	13,443	State Total	632,446

Components of Population Change in North Dakota 1950-1960 by Major Cities

Major City**	1960 Population	1950 Population	Total Change 1950-1960 Number	Total Change 1950-1960 Per Cent*
Bismarck	27,670	18,640	+ 9,030	+48.4
Devils Lake	6,299	6,427	- 128	- 2.0
Dickinson	9,971	7,469	+ 2,502	+33.5
Fargo	46,662	38,256	+ 8,406	+22.0
Grafton	5,885	4,901	+ 984	+20.1
Grand Forks	34,451	26,836	+ 7,615	+28.4
Jamestown	15,163	10,697	+ 4,466	+41.7
Mandan	10,525	7,298	+ 3,227	+44.2
Minot	30,604	22,032	+ 8,572	+38.9
Valley City	7,809	6,851	+ 958	+14.0
Wahpeton	5,876	5,125	+ 751	+14.7
Williston	11,866	7,378	+ 4,488	+60.8
Total Major Cities	212,781	161,910	+50,871	+31.4

*Percent of 1950 Population

**Rugby and Southwest Fargo are not included because vital statistics were not available for these centers.

Figure 1 shows the number of inhabitants per square mile in the counties of North Dakota. Low density of population in much of the state intensifies the problem of planning for library development.

13 counties have 0-4.9 inhabitants per square mile.

25 counties have 5-9.9 inhabitants per square mile.

11 counties have 10-14.5 inhabitants per square mile.

4 counties have 15-38.3 inhabitants per square mile.

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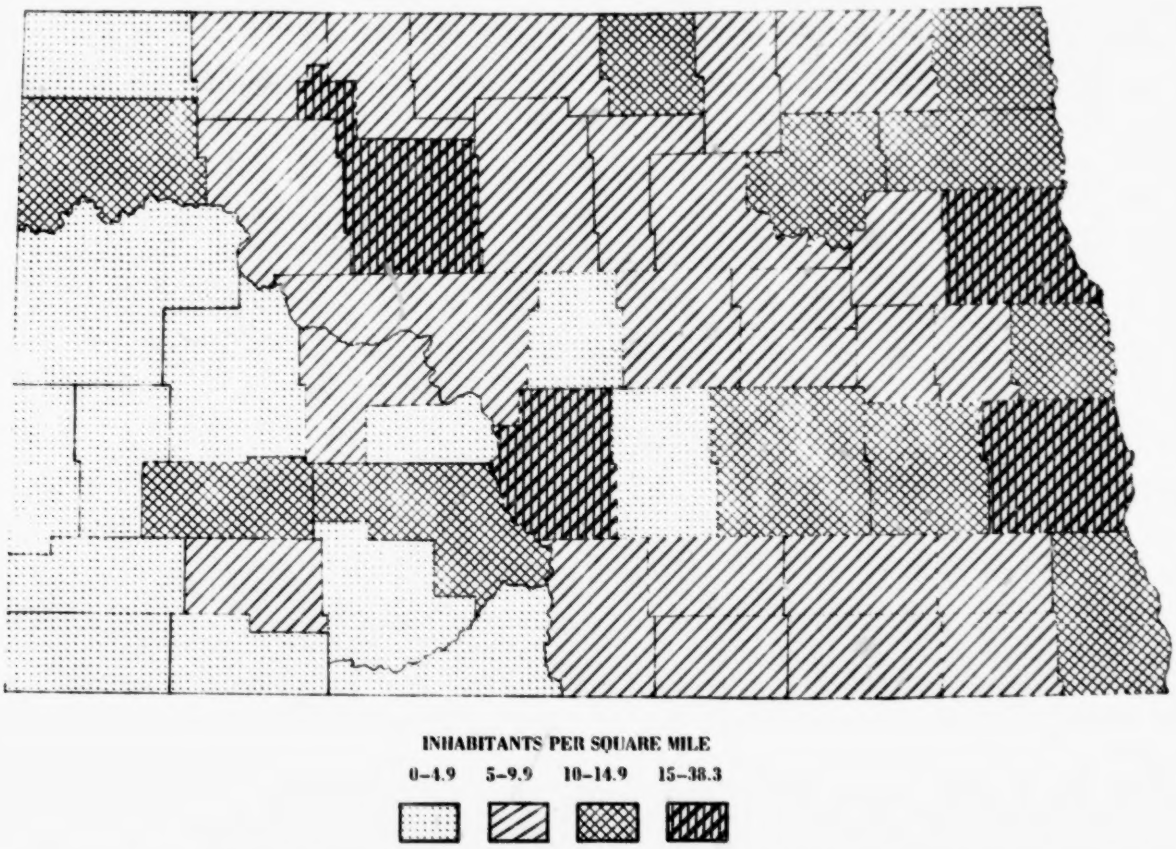
[2] The material on the population and economy of North Dakota was provided by David R. Torkelson of the staff of the North Dakota Economic Development Commission.

FIGURE 1 NUMBER OF INHABITANTS PER SQUARE MILE IN COUNTIES OF NORTH DAKOTA: 1960.



SOURCE: U. S. Bureau of the Census, U. S. Census of Population: 1960, Number of Inhabitants, North Dakota, Final Report PC (1) 36A, Washington: U. S. Government Printing Office, 1960, pp. 12-22.

The ethnic background of North Dakotans is primarily North European, with Scandinavians, Germans, Russians and some Canadians being the principle migrants who settled the state.

Rural Farm Population

The basic assumption is made that the rural farm population will continue to decline, but at a slightly slower rate than experienced in the past twenty years if similar forces prevail that have caused past adjustments.

Three variations from this basic assumption subjectively determined from limited observations ar

1. The development of the one-quarter million acre initial phase of the Garrison Diversion Irrigation Project to begin irrigating in the early 1970's will tend to retard the decline i farm population in Benson, Dickey, Eddy, LaMoure, McHenry, Nelson and Sargent Counties.

2. Past farm enlargement may tend to reduce needed adjustments in Adams, Billings, Bowman, Golden Valley and Slope Counties.

3. Opportunities for part-time employment by farmers adjacent to major urban centers may slig retard the decline in farm population in those areas.

Rural Non-farm Population

The basic assumption made is that a majority of the towns with present population below 500 persons will continue to decline in population. Towns between 500 and 1,000 persons will generally continue past trends. Towns with between 1,000 and 2,500 persons that experienced population increases during the past ten to twenty years will continue to grow.

Five variations from this basic assumption subjectively determined from limited observations are

1. The construction and development phase of the quarter-million acre Garrison Diversion Irrigation Project will tend to increase the rural non-farm population in Benson, Dickey, Eddy, LaMoure, McHenry, Nelson, Sargent, Sheridan, and Wells Counties plus several others.

2. Continued exploratory drilling and developments in the Oil Industry in Western North Dakota may not exert as great an impact on population changes in the next two decades as that experienced during the 1950's although population increases may occur in some areas.

3. Electrical power generating plants utilizing lignite deposits in Mercer and Oliver Counties may stimulate rural non-farm population increases.

4. The future status of the Grand Forks and Minot Air Force and Missile Centered Bases will greatly influence population estimates in Grand Forks and Ward Counties as well as in adjacent counties within commuting distance.

5. The many undeterminable factors such as industrial development may influence these estimates considerably.

TABLE II

North Dakota Population by Residence, 1940-1980
(000)

	Urban		Rural Nonfarm		Farm		
	Number	%	Number	%	Number	%	Total
1940	132	21	183	28	327	51	642
1950	165	27	200	32	255	41	620
1960	223	35	205	33	204	32	632
Projected							
1970	275	41	222	33	167	25	664
1980	337	48	221	32	141	20	699

It is estimated that the proportion residing in rural nonfarm locations will continue to be about one-third of the total. The urban proportion will increase and the rural farm will decrease.

* * * * * * * * * *

TABLE III

Population of North Dakota by Age Group, 1940-1980

	1940		1950		1960		1070		1980	
	No. (000)	%	No. (000)	%	No. (000)	%	No. (000)	%	No. (000)	%
Total Population	642	100.0	620	100.0	632	100.0	664	100.0	699	100.0
Under 5 yrs.	62	9.6	75	12.2	80	12.6	76	11.4	81	11.6
5-24 yrs.	252	39.3	216	34.8	228	36.0	260	39.2	261	37.3
25-44 yrs.	172	26.8	167	26.9	146	23.1	144	21.7	177	25.3
45-64 yrs.	117	18.2	114	18.3	120	19.0	122	18.4	113	16.2
65 yrs. & over	39	6.1	48	7.8	59	9.3	62	9.3	67	9.6

Source: 1940, 1950 and 1960 figures from U.S. Census of Population. 1970 and 1980 figures adapted from USDC, Bureau of the Census, "Illustrative Projections of the Population of States; 1970 to 1985, Population Estimates" Series P-25, No. 326, February 7, 1966.

The broad age groups for the state are shown in Table III. There will be more elderly persons over 65 years old. The percentage in the 25-44 year age group will decrease in 1970 but with increased population in this group will increase by 1980. The 45-64 year old age group will decrease by 1980.

Large decreases in rural non-farm population generally are due to a change in definition by residence, that is, a town below 2500 persons classified as rural non-farm with continued growth may move into the urban classification (over 2500 persons).

Urban Population

The basic assumption is made that the trend towards increased urbanization will continue and that all urban centers will experience population increases during the next two decades but at varying rates.

The amount of annexation by cities of developing surrounding suburban areas contributes to the difficulty in providing an acceptable projection for an urban center. The assumption is made that part of this suburban development will be classed as rural non-farm rather than urban.

NORTH DAKOTA ECONOMY

North Dakota's economy is based primarily upon agriculture and mining. Agriculture is the state's major source of income. Wheat is the most single important source of agricultural income; cattle and calves rank second in importance. The state is the nation's leader in many field crops and ranks fifth in total acres of farmland harvested.[3]

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[3] U.S.D.A. North Dakota Crop & Livestock Statistics 1965, NDSV and USDA, Fargo, May, 1966.

Regions

The state is basically homogeneous in economic activity. General farming predominates in the east, wheat farming in the center and ranching culture in the west. There are all or parts of five Indian reservations in the state which are economically underdeveloped. The west is rich in minerals, but the mineral resources are underdeveloped.

Agriculture

The state does not permit corporate ownership of farms. Increasing mechanization is indicated by a decrease in the number of farms, farm operators, owners, tenants, and employees. The number of farms has increased from a 1935 peak of 85,000 to 48,836 in 1964. The work force in agriculture constitutes the largest single segment in the work force (approximately 120,000 or a total 300,000). The effect of the decrease in numbers of farms is to release a great number of workers from this segment of the work force into the non-agricultural segment. To compound the problem, the greatest increase and decrease in number of employees occurs in the agricultural segment where the per cent of increase from February to August may be as high as 144.89% (1965). This release of farm workers and great variance in numbers of workers profoundly influence prevailing wage rates, raising rates in summer and lowering them in winter. It also forces the business community to experience a high employee turnover.

Mining

There are 188 (1963) establishments engaged in mining activities, only 24 of which employ more than 20.[4] Petroleum and natural gas extraction are the states major mining industries; lignite mining continues to grow in importance. As of January 1, 1965, North Dakota was the thirteenth largest oil producing state and ranks eighth in proven reserves of liquid hydrocarbons.[5] Approximately 75% of all the U. S. lignite coal is within North Dakota. This lignite reserve represents over 18% of the entire coal reserves of the nation on a tonnage basis.

Business and Commerce

Wholesale trade sales totaled 1.2 million dollars in 1963 in North Dakota of which one-half was in farm products. Retail trade sales in North Dakota totaled $871 million of which farm equipment account for $111 million and food stores $147 million.

Communications

Communications are provided by Northwestern Bell Telephone Company to 134 cities and towns, but independent telephone companies serve approximately one-third of the state's telephone users. There are ten daily, 105 weekly, one fortnightly and two semiweekly newspapers published in North Dakota. Periodicals published include three weekly, one fortnightly, nine monthly, three bimonthly, two quarterly and one six-times-yearly publications. All areas of the state are served by teletypewriter service, photo transmission, radio and television networks as well as telecommunications. There are 24 radio and ten T.V. stations.[6]

Business and Manufacturers

Business and manufacturers are distributed throughout the state with heaviest concentration in the more populated areas. The ownership of these businesses points up a major problem in North Dakota. There are 8,600 sole proprietorships and 400 partnerships out of some 12,000 reporting units. Of these, almost 8,000 employ from one to three persons. Major problems of business and manufacturers in North Dakota are those arising from extremely small size of establishment. Other major problems are caused because the business serves areas suffering decline through reduction in farming activity, areas experiencing rapid growth through the development of mineral resources and the Garrison Diversion Unit construction, and areas affected by urban renewal programs, military construction, and other federal construction programs.

Construction

Construction contracts were valued at $325 million (1964). New construction advance plans were valued at $106 million for 1964. Of these, $2 million were for waterworks, $5 million for bridges, $3 million for earthwork, irrigation and drainage, $2 million for streets and roads, $20 million for public buildings, $28 million for industrial plants, $26 million for commercial establishments and $20 million for unclassified construction.[7]

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[4] U.S. Bureau of the Census, 1963 Census of Mineral Industries MIC 63 (p)-2. U.S. Government Printing Office, Washington, D.C., 1964.

[5] North Dakota Oil and Gas Association and North Dakota Petroleum Council, The Petroleum Industry in North Dakota, 1966.

[6] North Dakota Economic Development Commission, Here Is the New North Dakota, Bismarck, 1966.

[7] U.S. Bureau of the Census, Statistical Abstract of the U.S. 1965, 26th Ed. U.S.G.P.O., Washington, D.C.

Industries

The Census of Manufacturers (1963) states that there are 458 manufacturing establishments, only 79 of which employ 20 or more. The geographical distribution of manufacturers is similar to that of other businesses, with the exception of certain raw material based companies who must locate near their source of supply. Food and kindred products-processing accounted for slightly less than one-half of the state's total value added by manufacturing. Printing and publishing has long held second position to food processing as a major industrial type. Farm equipment manufacturers, tool and machine repair shops, who manufacture items for local consumption, and construction materials manufacturers are also important manufacturers.

Government

The Census of Governments lists 3,020 local governments in North Dakota. Of these 986 are school districts, 53 counties, 356 municipalities, 1,387 townships and 240 special districts. North Dakota ranks 15th among the states in numbers of local governments. There are 32,843 state and government employees of which 24,198 are employed by local governments. These employees of local government are equivalent to 14,748 full-time employees. Of these, 9,309 are functioning in education, 1,601 in highways, 614 in police protection, 296 in public welfare, 209 in local parks and recreation, 191 in local fire protection, 179 in sanitation other than sewerage, 116 in health, 63 in sewerage and 29 in hospitals. Governments are faced with problems of providing more services in the face of greater resistance to increased taxation, generally inadequate or low salaries and inadequate educational achievement. Median annual rate of pay for employees of local governments other than teachers is $3,828.

Labor Supply

The supply of labor in North Dakota for several years has been substantially greater than the demand for workers. This is partially due to the reduction in employment in the agricultural industry without a corresponding increase in non-agricultural employment to accomodate the number of applicants seeking employment.

> "A region's labor force changes over time as older workers retire and younger persons enter. The quality of its future labor force will depend in large part upon the quality of current education facilities. If problems of one-room schools in rural areas, low teachers' salaries, and below-average educational attainment can be overcome, this may make a significant difference to the region's economic future. Education, (including library and information services-Ed.) is a very important consideration for state and local action."[8]

Employment Trends and Wage Rates

The largest numerical increase in employment has centered in the service and government industries. The increase in the latter industry is largely due to an expansion of teaching staffs in the various schools throughout the state and the increase in Federal Government Services.

Although there is a small total decrease in mining, there was a large fluctuation in employment during the ten-year period (1956-1965), all of which was in the oil exploration and drilling operations. There was a decrease in the nondurable segment of the manufacturing industry due to the closing of two meat packing plants and one bakery products plant. Decrease in transportation is due primarily to a cutback in interstate railroad employment.

TABLE IV

	Total Manufacturing		Durable Goods		Nondurable Goods	
Years	U. S. *	N. D. **	U. S. *	N. D. **	U. S. *	N. D. **
1955	1.88	1.60	2.01	1.46	1.71	1.63
1956	1.98	1.73	2.10	1.52	1.81	1.80
1957	2.07	1.84	2.20	1.61	1.88	1.92
1958	2.11	1.88	2.26	1.68	1.91	1.95
1959	2.19	1.94	2.36	1.74	1.98	2.03
1960	2.26	1.97	2.43	1.87	2.05	2.02
1961	2.32	2.09	2.49	1.97	2.11	2.14
1962	2.39	2.13	2.56	1.95	2.16	2.22
1963	2.46	2.37	2.64	2.50	2.22	2.24
1964	2.53	2.31	2.71	2.33	2.29	2.29
1965	2.60	2.39	***	2.36	***	2.40

* Bureau of Labor Statistics.

** Source - Bureau of Labor Statistics, North Dakota State Employment Service and North Dakota Unemployment Compensation Division.

*** Information not available.

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[8] Henderson and Krueger, p. 5

Wage Rates

A comparison of the manufacturing hourly wage rates in North Dakota with the national average is found in the Table IV. Data relates to full and part-time manufacturing production workers. The average earnings are "gross"; that is, they reflect not only changes in basic hourly and incentive wage rates, but also such factors as premium pay for overtime work and shift differentials.

While North Dakota's average hourly rate for manufacturing as a whole is below the national average, this is primarily due to the type of manufacturing employment prevailing in North Dakota. While average hourly earnings in nondurable goods employment in North Dakota are quite comparable with the national level, workers in this category account for nearly 64 per cent of the manufacturing work force, whereas nationally only 41 per cent of manufacturing employment comes in this category. Earnings in durable goods employment are considerably higher at the national level than in North Dakota. Nationally durable goods employment accounts for 55 per cent of all manufacturing employees and includes many relatively high-paid types of manufacturing not common to North Dakota.

Not only is agricultural employment subjected to the greatest variance in the work force, but it constitutes the largest single segment in the work force (approximately 130,000 of a total work force of 300,000). Trade government, non-salaried workers and domestic servants, service (other than domestic) and construction are the next largest employment segments. Of these, only construction is affected by large percentage increases in the size of the work force.

Economic Stability

As might be expected from the state's dependence upon agriculture and the great variance in size of the work force, the economy of North Dakota is not stable. A poor crop year is reflected in greater unemployment, lessened wholesale and retail sales, lessened use of services and lower prices of manufactured goods. During good crop years, the reverse is true.

Can North Dakota afford modern library services? In Chapter IV of this report the condition of the state's libraries in 1966 is revealed as far below the minimum required for effective service. The recommendations in this report will no doubt seem "idealistic" and too costly to be implemented. In terms of what is needed in the modern society, the recommendations are, in fact realistic. In terms of what modern library services cost today, and will cost in the future, the recommendations are realistic. With the help of the federal and state governments, North Dakota can afford modern library services.

The purpose of this survey report is to outline a plan for reorganization of the state's library services program which will provide the information services needed. The Library Services and Construction Act, if wisely used, can help the librarians of North Dakota to approach minimum standards. Of course, the people of North Dakota must be convinced that they need libraries that provide information before great improvements can be realized.

That there is a close connection between educational facilities and the economic and cultural conditions of a region is hardly debatable. The fact that North Dakota ranks 46th in average teachers' salaries in the United States may very well be related to the high incidence of out-migration from the state. It is very important to the economic and social development and welfare of the whole United States to improve the educational opportunities and the educational achievements in North Dakota. Improved library services are an essential part of this development.

CHAPTER III

HISTORY OF LIBRARY DEVELOPMENT IN NORTH DAKOTA

(Excerpts from Glenn Brudvig's M.A. Thesis,
University of Minnesota Library School)

The public library movement in North Dakota had started in the late 1890's, but was preceded in several cities by experiments in community library service, undertaken by associations and clubs. A group of women in Bismarck maintained a library for a period during the 1870's. Another in Jamestown also operated a library for several years in the 1880's, but each had a brief existence. In Fargo, a library association attempted to inaugurate community-wide library service in 1882, but was never able to successfully carry out its program. Agitation was also undertaken in Grand Forks, in 1884, to establish an association library but again without success. Library activities in North Dakota came to a standstill during the late eighties, as did the economic development of the state. But the arrival of more prosperous times in the mid-nineties brought with it renewed interest in the libraries and the beginning of the public library movement.

The women's clubs of the state were a major force within the library movement. In many cases, they established a club or association library which later became the basis of a public library. Although these organizations always worked diligently to establish public libraries, the incentive did not always originate with them. They were often hesitant to push a library campaign until public opinion, the press, or the community leaders had clearly accentuated the issue. In Grafton, a group of women started a club library in 1895, but the promotion of the public library idea came from outside the group--from the Walsh County Record and a few community leaders. In Grand Forks, the campaign progressed slowly, until the news of the construction of a library at Mayville activated the business and professional community to give their support to the program. The newspapers played an important role in bringing the library issue before the people in several cities, especially in Dickinson and Bismarck, neither of which had a strong manifestation of library interest until after the press took up the issue. In Fargo and Valley City, however, the library movement was largely a women's club project; this was also true of Devils Lake. The clubwomen of Fargo and Valley City succeeded in obtaining a library tax levy in 1900, although the women of Fargo had failed in their first attempt in 1897.

There were five public libraries in North Dakota at the time that Andrew Carnegie began making donations for libraries in the state, but only Mayville had a library building. These cities which had already established public libraries were the first to obtain Carnegie grants--Fargo, Grand Forks, and Valley City in 1903 and Grafton in 1905. The Carnegie grants provided a definite incentive to the spread of the library movement into the newer settled areas of the more western part of the state. The Dickinson library movement started in 1908 with the definite intention of obtaining a Carnegie grant as soon as a library tax was approved. Carnegie's standing offer also encouraged the Devils Lake women's club library to seek tax support in 1908. Minot voted for a library tax in 1908 to qualify for a Carnegie library, and Bismarck obtained its Carnegie library in 1917, the last that was given in the state.

In addition to the Carnegie libraries, others were given to Williston, Jamestown, Wahpeton, and the three small towns of Leonard, Bowman, and Lakota. Williston obtained its library from the wealthy family of its namesake, but the Jamestown and Wahpeton libraries were provided by local citizens. After the Jamestown library was constructed in 1918 and the Wahpeton library in 1920, the first phase of library development in North Dakota had come to an end.

Library development in North Dakota had reached a plateau by 1920; by then, all of the major cities had obtained public library service as had many of the smaller towns. The library movement had reached a point where it could not expand much further. New libraries were established in the smaller towns after 1920, but with very limited success. A new approach was needed to get the movement going again, to fill the great vacuum in library work in North Dakota--service to the rural population.

The problem of service to rural areas and the small towns was recognized early in the library movement. The State Library Commission was established in 1907 to encourage the development of public libraries and to provide the library service throughout the state through a system of traveling libraries and through the mail. The Library Commission was the only source for library books for a great many North Dakotans. County libraries were also considered during the formative years of public library development. In 1914, the North Dakota Library Commission first considered county libraries, but did not seek legislative action until 1920. The county library bill failed to pass the legislature in 1921, and it failed several more times before counties were given the legal power to establish libraries in 1945.

The public library had failed to reach the rural population of North Dakota, largely because of the inability of the small towns and counties to secure tax measures to support library service... they had neither a sufficient tax base nor an adequate population. Although public support of education may not have been lacking in rural North Dakota, a favorable cultural milieu was. The isolated agricultural communities of the state were not cognizant of the value of a public library. The lack of local support was the primary reason why a county library law was not passed until 1945.

The reluctance of the counties to assess a new tax for a new service, with which many were unfamiliar, stems in part from the unstable economic basis of rural North Dakota. The state is predominantly dependent upon agriculture. The vagrancies of the weather and farm prices have given the state a long history of economic distress, first between 1886 and 1896 and again during the twenties and thirties, with poor years inbetween. Tax sales and foreclosures are close to the memories of many. In addition, the demands of the cool, sub-humid environment has forced constant adjustments in the original pattern of settlement: Small farms have given way to the large; small towns have been getting smaller; schools, churches, newspapers, and banks have closed. A constant process of economic and social retrenchment has brought with it a tendency towards pessimism and caution. This, together with limited tax resources, sparse population, cultural isolation, and an unstable economy has held back rural library development.

Library development in North Dakota entered a new phase in 1956 with the passage of the federal Library Services Act. The library movement began to move forward again to fill the great vacuum that was left when the first phase of development came to an end in 1920.

CHAPTER IV

NORTH DAKOTA LIBRARIES IN 1966

North Dakota is essentially a rural state with only fifteen communities classified as urban, i.e., those having a population of 2500 or more. Of these fifteen, three have populations between 2500 and 5000, five have populations between 5000 and 10,000, three have populations between 10,000 and 20,000, and four have populations over 25,000. Of the twelve communities with populations over 5000, only one (the smallest) did not return the questionnaire sent out for this study. All of the county and regional libraries in the state returned the questionnaire; thus, statistical data, although often incomplete, was available for most of the larger units of service of the state. Of the other three urban communities, only one has a public library, and one is served by a very small association library. Of the 34 "libraries" serving populations of less than 2500, only sixteen returned the questionnaire. Only one-third of the association libraries returned it. The association libraries are all very small and inadequate with only one being open as many as ten hours a week and most being open between two and four hours a week. None of the association libraries seems to have more than 5000 volumes, and most libraries are considerably smaller. Few books are purchased each year, and the collections are predominantly fiction. One school librarian commented that the public (association) library was used by students for fiction and biography. Personnel is for the most part volunteer, and usually the only service given is the circulation of books.

Of the 34 libraries serving populations under 2500, only seven are open at least fifteen hours a week. Only one of these small libraries has over 10,000 volumes in its collection. Only one has a full-time person, and only one is staffed by a college graduate. Budgets for all of these libraries are inadequate, and low as the budgets are, there is an indication that the funds are not completely spent. Very few standard selection tools are used, and few new titles are purchased each year. Few periodicals are provided, and the audio-visual materials are almost nonexistent. Circulation is small, ranging from 1,967 to 27,215, and in most libraries, it falls in the 5,000 to 10,000 range. Very few services are given other than the circulation of books with perhaps slightly more of these being services to children. Several of the libraries lend books to school libraries, and several lend them directly to classrooms. Most of the libraries receive copies of reading lists given out by teachers, and most buy at least some of the titles on the lists. A few libraries keep a record of recurring questions arising from school assignments, and only two keep reference statistics. Only one library is carrying on any cooperative activities with a school library.

The boards of these small public libraries meet at a variety of times, from no regular meetings to once a month; most meet at least quarterly, however. None of the boards have adopted any basic policy statements, but four have a set of by-laws, one of which was revised in 1965. Only one of these present board members has ever attended a library conference, and that was a state conference.

Salaries, where known, of educational personnel in these communities are very low.[9] For superintendents, they range from $8,000 to $12,000; for principals, from $5,700 to $8,600; for teachers with an M.A. and no experience, from $5,100 to $5,184; and for teachers with a B. A. and no experience, from $4,700 to $4,800.

Over one-third of the people in North Dakota have no library service at all. About one-fifth of the rest of the population seem to have some library service, in the sense that there are "libraries" in some communities, but as modern library and information service are conceived, the services of the smaller public and association libraries are so inadequate that this fifth of the population really should be classed with the one-third having no service.

Eleven (91.5%) of the twelve communities with a population of 5000 or more returned the questionnaire, but some of the returns were quite incomplete. These libraries will be discussed in regard to staff, finances, collections, circulation, services, public relations, and boards.

Staff

The number of full-time staff ranges from one to four in the public libraries serving populations under 20,000 and from seven to seventeen in libraries serving populations over 25,000. Only one of the librarians in the communities below 20,000 is professionally qualified.[10] Of the larger libraries, i.e., those serving populations over 25,000, two of the librarians are qualified.[11] Another is close to finishing his degree. None of the other personnel holding professional positions in any of the public libraries (at least for whom questionnaires were returned) is qualified. One has completed some of the course work toward a Master's degree at an ALA accredited school. All of these libraries need more professionally qualified personnel--as additional staff in the larger libraries and as head librarians in the smaller, where some of those holding positions as librarians have no more than a high school education.

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[9] Sometimes salaries of educational personnel in a community are used in suggesting salaries for library personnel, i.e., the public librarian's salary should be eleven-ninths of the salary of the teacher with an M.A. In North Dakota, however, education salaries are so low (46th in the nation) that competent professional library personnel could not be hired at these salaries.

[10] One other librarian may be professionally qualified, but no personnel questionnaire was returned by her.

[11] Another of the head librarians claims to be professionally qualified; however, on her personnel questionnaire, she listed only her undergraduate education and did not indicate that she had studied library science.

Salaries for the personnel in the smaller libraries are very low, with only one having a salary slightly over $6000 and two others having a salary of $5000 or more. For the larger libraries, salaries for head librarians range from $7300 to $11,000. To be competitive, these larger libraries would all have to offer over $10,000 for the head librarian, and salaries for other professional personnel in these libraries would have to begin at a minimum of $6500, which will probably not be competitive in the future. The 1965 graduates of ALA accredited library schools went out at an average salary of $6468.[12] If past trends continue, 1966 graduates will average several hundred dollars more than that. In order to attract and keep qualified personnel in all libraries in communities over 5000, North Dakota will have to pay salaries which are nationally competitive or higher. The new ALA standards for public libraries suggest that salaries should be at a level to attract and hold personnel of full professional qualifications. This means a degree in library science from an ALA accredited library school. The fact that the market for librarians is national, not local, must be recognized in establishing professional salary scales. Compensation patterns change from time to time, but in 1967 the minimum will be about $7000.

As a measure of professional interest, the personnel questionnaire included questions regarding professional activities. Most of the head librarians of these twelve libraries are active in professional organizations with several of them holding memberships in three--the American Library Association, the North Dakota Library Association, and the Mountain Plains Library Association. One has memberships in five organizations. All of the head librarians of the four larger libraries either serve on committees or are officers of at least one of the organizations to which they belong. Only one of the librarians of the smaller libraries serves on a committee. All of the directors of the larger libraries have attended state conferences, and some have attended conferences out of state. Some of the other members of their staffs have attended conferences also. Although most of the directors of the smaller libraries have attended state conferences, other members of only one staff have. Directors of the larger libraries also have given more talks and participated in more community activities.

All personnel were asked to list their duties and to estimate the percentage of time spent at each. Those librarians with professional qualifications, while not avoiding clerical work entirely, do not spend much time at it, and this seems to be mostly on an emergency basis.

Finances

Total budgets for the seven smaller city libraries, i.e., those serving populations between 5000 and 20,000, range from $6,000 to $42,410; most are less than $25,000. For the four largest public libraries in North Dakota, the range is $63,795 to $147,215 with two of the budgets being over $100,000. All of the librarians in the larger libraries prepare their own budgets, but in the smaller libraries, three are prepared by the librarian and board together. Millage levy in the smaller communities ranges from something less than three mills in two communities to four mills in three communities. For the larger communities, it ranges from three to four mills. For the smaller libaries, where budget figures were filled out, there seem to be quite different patterns of spending. Salaries are the largest budget item in all cases, but sometimes this item is not very much larger than the items for collections or operating expenses. For the larger communities, something over half to about two-thirds of the budgets are spent for salaries. The amount spent on collections is something under 20%, probably about 17% or 18%. For the other library, slightly less than half of the 1965-1966 expenditures were for salaries, and just under 30% was spent for collections. This library underspent its salary budget and overspent its book budget.

Collections

The total number of volumes in the smaller libraries, i.e., those serving populations between 5,000 and 20,000, ranges from 9,775 to 30,523. Most of the collections have more adult than juvenile books, probably about two-thirds in several of the libraries. In the last biennium, these libraries purchased from 1000 to 4200 new titles. The number of periodical subscriptions ranges from 48 to 80, and a few audio-visual materials are owned. In the four largest public libraries, the total number of volumes ranges from 46,806 to 78,945. The number of new titles purchased in the last biennium ranges from a little over 6,100 to over 17,000. Periodical subscriptions range from 90 to 150, and three of the libraries have some audio-visual materials--mostly records.

Standard selection tools are used in most of these libraries, although some selection is done from sources which do not evaluate materials. A great variety of tools is not used in any of the libraries.

In order to find out more about the holdings of the libraries, two supplementary questionnaires were sent to all of the public libraries. One of these is a list of eighty significant 1965 publications. It is a combined list of the ALA Notable Books and the New York Public Library's Books to Remember. The complete list appears in the appendix. Table V gives the author's last name and the number of libraries by size or type holding each of these titles. The number in parentheses indicates the number of returns from each type of library. Academic libraries were included in this table to give total state holdings for each title. It can be seen that there is at least one copy of every title in some library in North Dakota, but that there are very few copies of some titles. Table VI shows the largest number of titles held by any library by size or type, the smallest number, and the average number of titles which gives some indication of how well North Dakota libraries provide up-to-date significant materials. The weakness of the county and regional library collections is apparent. The small rural and association libraries do not begin to provide their readers with significant, current materials. All of the urban libraries could use some building-up.

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[12] Strout, Donald E., & Ruth B. "The Placement Situation 1965", Library Journal, June 15, 1966, p. 3117.

TABLE V

SIGNIFICANT 1965 PUBLICATIONS
NUMBER OF LIBRARIES HOLDING EACH TITLE

Author	Assn (5)	Up to 2500 (14)	500 - 20,000 (6)	25,000 50,000 (4)	County (5)	Regional (3)	Academic (12)
1. Adler	0	0	0	1	0	0	6
2. Ammons	0	0	0	1	0	0	2
3. Andric	0	0	1	2	0	0	1
4. Bassani	0	0	1	3	1	0	3
5. Bell	0	0	1	0	0	0	4
6. Bishop	0	0	0	2	1	0	3
7. Böll	0	2	2	4	1	0	4
8. Boorstin	0	0	1	1	0	0	7
9. Borgstrom	0	0	0	3	1	0	6
10. Bowle	0	1	1	2	1	0	5
11. Brown	0	1	4	4	1	0	7
12. Buechner	0	0	0	2	0	0	3
13. Carrighar	1	3	3	3	2	2	8
14. Catton	0	3	5	4	3	1	9
15. Chailley	0	0	0	1	0	0	4
16. Clark	0	0	0	4	0	0	7
17. Cronin	0	0	1	2	0	0	6
18. Davis	0	1	1	4	0	0	5
19. Deuel	0	0	1	1	0	0	1
20. Durant	0	2	1	3	0	0	5
21. Fitzgibbon	0	0	5	4	0	1	5
22. Fussell	0	0	0	3	0	0	6
23. Gordon	0	4	5	4	1	2	3
24. Grass	0	0	2	4	1	0	5
25. Harding	0	4	1	1	1	1	5
16. Harrington	0	0	2	3	0	0	8
27. Hawkins	0	1	1	3	0	0	7
28. Hoffman	0	1	2	2	1	0	4
29. Howe	0	1	0	1	1	0	4
30. Humphrey	0	2	5	4	3	2	4
31. Intern	1	6	5	4	2	2	6
32. Jarrell	0	1	1	2	0	0	4
33. John XXIII	0	2	4	3	2	0	6
34. Josephy	0	0	0	2	1	0	4
35. Kael	0	1	3	1	0	0	4
36. Kazantzakēs	0	1	1	3	0	0	4
37. Kazin	0	1	1	2	0	0	5
38. Kinross	0	0	1	1	0	0	2
39. Lamont	0	1	1	2	1	0	5
40. Landowska	0	0	0	2	0	0	6
41. Lapp	0	0	0	2	0	0	3
42. Lessing	0	1	0	2	0	0	0
43. Lind	0	0	0	2	0	0	4
44. Longford	0	2	5	4	2	0	10
45. Matthiessen	0	5	4	4	2	2	5
46. Moore	0	0	0	2	1	0	3
47. Morison	1	2	5	4	4	3	8
48. Morris, D. O.	0	0	0	1	0	0	5
49. Morris, R. O.	0	0	1	3	1	0	5
50. Mydans	0	2	5	4	0	0	5
51. Myrdal	0	0	2	3	0	0	5
52. O'Connor	0	0	4	4	1	0	7
53. Oldenbourg	0	5	6	4	2	2	5
54. Paton	0	0	2	4	1	0	5
55. Roethke	0	0	0	0	0	0	5
56. Roy	0	0	0	3	0	0	5
57. Rudofsky	0	0	0	4	0	0	4
58. Runciman	0	0	1	1	0	0	3
59. Schlesinger	0	3	5	4	2	3	10
60. Shaplen	0	0	0	4	0	0	4

Author	Assn (5)	Up to 2500 (14)	500 - 20,000 (6)	25,000 50,000 (4)	County (5)	Regional (3)	Academic (12)
61. Sharp	0	0	0	1	0	0	3
62. Simpson	0	0	0	1	1	0	3
63. Sinclair	0	2	3	2	0	0	7
64. Sitwell	0	0	1	2	0	0	4
65. Sorenson	0	6	5	3	2	2	9
66. Spark	0	2	2	4	1	2	3
67. Stampp	0	0	1	1	0	0	4
68. Stern	0	0	0	2	0	0	4
69. Sutherland	0	0	1	2	0	0	3
70. Swanberg	0	1	2	2	1	0	7
71. Teale	0	2	4	2	0	0	5
72. Tharp	0	1	1	3	0	0	1
73. Tolson	0	0	0	0	0	0	3
74. Tomkins	0	0	0	0	0	0	3
75. Warren	0	0	2	4	0	0	4
76. Weller	0	0	1	2	0	0	3
77. Weltfish	0	0	0	1	0	0	4
78. White	0	10	6	4	4	3	10
79. Wiesner	0	0	0	3	0	0	4
80. Wilson	0	0	0	1	0	0	2
TOTAL	3	83	131	197	56	28	378

TABLE VI

SIGNIFICANT 1965 PUBLICATIONS
AVERAGE NUMBER OF TITLED HELD

	Assn (5)	Up to 2500 (14)	5000 - 20,000 (6)	25,000 - 50,000 (4)	County (5)	Regional (3)
High	2	15	28	61	16	12
Low	0	0	11	34	4	7
Average	.6	6	22	49	10	9

The second list checked is reference holdings. While there are specific titles on the list, the surveyors were most concerned with whether or not North Dakota public libraries had certain basic types of reference materials which could answer a good percentage of the questions which they would be most likely to be asked. The complete questionnaire is in the appendix. Table VII shows the number of libraries by size or type holding each title, and Table VIII shows up-to-date titles only. Some of the libraries did not give the dates of their latest editions, so the up-to-date figures are probably not completely accurate. They do give, however, some indications of the provision of current reference materials. The list is by no means exhaustive, and the largest libraries, at least, should have all of the titles or types, plus more. Table IX gives the largest number of holdings, the smallest, and the average. Again, the weakness of the county and regional libraries is apparent. The small rural and association libraries are able to provide almost no reference service at all. A look at Table X which is for up-to-date titles only is even more revealing. Almost none of the association libraries' holdings are up-to-date. The provision of up-to-date titles in all except the largest libraries is poor, and even the largest libraries could use some improvement.

According to the new ALA standards for public libraries, a community library should be easily accessible to every user and should connect him with the total resources of his area, state, or nation. The new standards call for these community libraries to be units in a library system whether they be a village, town, township, or city library, or a branch of a city, county, or regional library, or a bookmobile or other mobile unit, or direct mail service from an appropriate service center. These community libraries should have sufficient resources to provide the most frequently requested materials from their own collections.

After looking at tables VII-X, it is doubtful that most of North Dakota's libraries could provide most of the materials needed by their communities; they do not have sufficient resources. If the larger libraries are going to play a role of increased responsibility in the development of libraries in North Dakota, their resources also will have to be added to greatly.

TABLE VII

REFERENCE HOLDINGS
NUMBER OF LIBRARIES HOLDING EACH TITLE OR TYPE

TITLE	Assn. (6)	Up to 2500 (15)	5000 - 20,000 (5)	20,000 - 50,000 (4)	County (4)	Regional (3)
1. McGraw-Hill Science & Tech.	0	0	1	4	1	0
2. Sports Encyclopedia	0	2	3	3	2	0
3. Slang Dictionary	0	0	3	3	0	0
4. Usage Dictionary	0	2	3	4	0	1
5. Dictionary Abbreviations	0	2	4	4	0	0
6. Medical Dictionary	0	1	3	4	1	1
7. Law Dictionary	0	0	1	2	0	0
8. Roget's	0	5	4	4	4	3
9. Reader's Guide	0	8	5	4	2	2
10. Book Review Index	0	2	5	4	0	1
11. Essay and Gen. Literature Index	0	0	0	3	0	0
12. Cook, Short Story Index	0	0	3	4	0	0
13. Granger	0	0	4	4	1	0
14. Facts on File	0	0	0	3	0	0
15. Cumulative Book Index	0	0	2	4	0	0
16. Books in Print	0	2	2	3	0	0
17. Standard Catalog for Public Libs.	0	7	4	4	2	3
18. Fiction Catalog	0	3	3	4	2	3
19. Standard Catalog for H.S. Libs.	0	6	1	3	2	2
20. Junior High School Lib. Catalog	0	1	0	2	1	2
21. Children's Catalog	0	8	4	4	2	3
22. Ayer.Direct. of Newspapers	0	0	0	3	0	0
23. Ulrich's Periodical Directory	0	0	1	2	0	0
24. Monthly Catalog	0	1	1	2	0	0
25. Selected U.S. Gov't. Pubs.	0	3	1	4	0	1
26. Leidy	0	0	1	2	1	0
27. Who's Who in America	1	7	5	4	2	0
28. Current Biography	0	8	5	4	1	2
29. Kunitz 20th Century Authors	0	2	5	4	3	3
30. Kunitz American Authors	0	1	5	4	2	3
31. Kunitz British Authors	0	0	3	4	0	0
32. Almanac	1	12	5	4	4	3
33. Book of the States	1	1	4	4	0	0
34. Dept. of Agriculture Yearbooks	0	7	5	4	2	2
35. Municipal Year Book	0	0	1	4	0	0
36. Statistical Abstract of U.S.	0	2	3	4	0	0
37. No. Dak. Legislative Manual	0	8	2	4	1	0
38. Government Organization Manual	0	3	2	3	1	0
39. Official Congressional Directory	0	3	2	4	1	0
40. Directory of Post Offices	0	0	1	3	0	0
41. Robert's Rules of Order	2	11	5	4	4	3
42. Etiquette	3	12	5	4	5	3
43. Handbook for Secretaries	1	2	4	4	0	2
44. Book of Quotations	0	10	4	3	5	3
45. Benet. Reader's Encyclopedia	0	3	4	4	1	1
46. Handbook of Chemistry and Physics	0	1	3	3	1	1
47. College Guide	0	2	4	4	3	0
48. American Book of Days	0	1	4	4	1	3
49. Famous First Facts	0	0	3	4	1	0
50. Investor's Service	0	0	0	2	0	0
51. Thomas' Register	0	1	1	4	0	0
52. Dictionary of American History	0	4	4	4	2	1
53. Gardner. Art Through the Ages	0	0	2	4	0	0
54. Opera Collection	0	6	3	4	2	2
55. Harvard Dictionary of Music	0	3	2	3	0	0
56. Encyclopedia of Mythology	0	3	3	4	1	0
57. Bible Dictionary	0	6	5	4	1	0
58. Mead.Handbook of Denom. in U.S.	0	0	3	2	1	0
59. Yrbk. of American Churches	0	0	0	3	0	0
60. Statesman's Yearbook	0	2	4	4	3	0

TITLE	Assn. (6)	Up to 2500 (15)	5,000 - 20,000 (5)	20,000 - 50,000 (4)	County (4)	Regional (3)
61. Political Handbook of World	0	0	0	4	1	0
62. Children's Encyclopedia	3	11	5	4	5	3
63. Adult Encyclopedia	3	13	5	4	5	2
64. One Volume Encyclopedia	1	2	5	4	4	1
65. Unabridge Dictionary	3	13	5	4	1	3
66. Gazetteers	1	0	5	4	1	3
67. Recent World Atlas	1	12	5	4	4	3
TOTAL	21	225	200	241	92	69

TABLE VIII

REFERENCE HOLDINGS
LIBRARIES HOLDING EACH TYPE OR TITLE
(Up to date titles only)

TITLE	Assn. (6)	Up to 2500 (15)	5000 - 20,000 (5)	25,000 - 50,000 (4)	County (4)	Regional (3)
1. McGraw-Hill Science & Tech.	0	0	1	4	1	0
2. Sports Encyclopedia	0	2	2	1	2	0
3. Slang Dictionary	0	0	3	2	0	0
4. Usage Dictionary	0	1	3	4	0	1
5. Dictionary Abbreviations	0	2	4	4	0	0
6. Medical Dictionary	0	1	3	3	1	1
7. Law Dictionary	0	0	1	2	0	1
8. Roget's	0	4	3	4	3	1
9. Reader's Guide	0	8	5	4	2	2
10. Book Review Index	0	2	5	4	0	1
11. Essay and General Literature Index	0	0	0	3	0	0
12. Cook. Short Story Index	0	0	2	4	0	0
13. Granger	0	0	2	4	1	0
14. Facts on File	0	0	0	3	0	0
15. Cumulative Book Index	0	0	2	4	0	0
16. Books in Print	0	0	1	3	0	1
17. Standard Catalog for Pub. Libs.	0	7	4	4	2	3
18. Fiction Catalog	0	3	3	4	2	3
19. Standard Cat. for H.S. Libraries	0	6	1	3	2	2
20. Jr. High School Library Catalog	0	1	0	2	1	2
21. Children's Catalog	0	8	4	4	2	3
22. Ayer.Direct.of Newspapers & Period.	0	0	0	3	0	0
23. Ulrich's Periodicals Directory	0	0	0	2	0	0
24. Monthly Catalog	0	1	1	2	0	0
25. Selected U.S. Gov't. Publications	0	3	1	4	0	1
26. Leidy	0	0	1	1	1	0
27. Who's Who in America	0	1	3	4	1	0
28. Current Biography	0	7	5	4	1	0
29. Kunitz. 20th Century Authors	0	2	5	4	3	3
30. Kunitz. American Authors	0	1	5	4	2	3
31. Kunitz. British Authors	0	0	3	4	0	0
32. Almanac	0	6	5	4	3	2
33. Book of the States	0	2	1	2	0	0
34. Department of Agriculture Yearbks.	0	2	3	4	1	0
35. Municipal Yearbook	0	0	1	4	0	0
36. Statistical Abstract of U.S.	0	1	1	3	0	0
37. No. Dak. Legislative Manual	0	8	2	3	1	0
38. Government Organization Manual	0	2	3	3	0	0
39. Official Congressional Directory	0	1	1	3	0	0
40. Directory of Post Offices	0	0	0	0	0	0
41. Robert's Rules of Order	1	10	5	4	4	3
42. Etiquette	1	7	5	4	2	3
43. Handbook for Secretaries	0	2	4	4	0	2
44. Book of Quotations	0	10	5	4	5	3
45. Benet. The Reader's Encyclopedia	0	4	4	4	1	1
46. Handbook of Chemistry and Physics	0	0	3	3	1	1
47. College Guide	0	1	4	4	2	0
48. American Book of Days	0	1	4	4	1	3

TITLE	Assn. (6)	Up to 2500 (15)	5000 - 20,000 (5)	25,000 - 50,000 (4)	County (4)	Regional (3)
49. Famous First Facts	0	0	3	4	1	0
50. Investor's Service	0	0	0	2	0	0
51. Thomas' Register	0	0	0	2	0	0
52. Dictionary of American History	0	4	4	4	2	1
53. Gardner. Art Through the Ages	1	0	2	4	0	0
54. Opera Collection	1	0	3	4	2	2
55. Harvard Dictionary of Music	0	3	2	3	0	0
56. Encyclopedia of Mythology	1	3	3	4	1	0
57. Bible Dictionary	0	6	5	4	0	1
58. Statesman's Yearbook	0	0	3	4	1	0
59. Mead. Hndbk. of Denom. in the U.S.	0	0	2	2	0	0
60. Yearbook of American Churches	0	0	0	3	0	0
61. Political Handbook of World	0	0	0	3	1	0
62. Children's Encyclopedia	0	6	4	4	4	3
63. Adult Encyclopedia	0	4	4	4	5	2
64. One Volume Encyclopedia	0	1	4	4	4	1
65. Unabridged Dictionary	0	7	4	4	3	1
66. Gazetteers	0	0	2	4	0	2
67. Recent World Atlas	0	7	2	4	4	3
TOTAL	5	164	171	226	76	62

TABLE IX

REFERENCE HOLDINGS
AVERAGE NUMBER OF TITLES HELD

	Assn. (6)	Up to 2500 (15)	5000 - 20,000 (5)	25,000 - 50,000 (4)	County (5)	Regional (3)
High	9	28	48	64	25	31
Low	0	5	25	57	11	19
Average	3.5	15	40	60	18	23

TABLE X

REFERENCE HOLDINGS
AVERAGE NUMBER OF TITLES HELD
(Up to date titles only)

	Assn. (6)	Up to 2500 (15)	5000 - 20,000 (4)	25,000 - 50,000 (4)	County (5)	Regional (3)
High	3	25	40	62	20	28
Low	0	0	18	50	11	16
Average	1	11	34	56.5	15	21

Circulation

Circulation ranged from 34,717 to 105,659 for the seven smaller libraries, i.e., those serving populations between 5,000 and 20,000, and from 177,870 to 371,989 in the four largest public libraries. Although all of the libraries had larger juvenile circulations, for the library with the circulation of 371,989, over 300,000 was juvenile. Five of the smaller libraries circulated pamphlets, and three circulated periodicals. Only one of the larger libraries circulated pamphlets and periodicals, and three circulated records.

Library Services

All of the libraries serving populations over 5000 provide some adult service other than the circulation of books. Nine give book talks to organizations, three sponsor book discussion meetings such as Great Books, seven provide program planning services for organizations, eight prepare for distribution lists of books of interest to adults. Services provided for children include story hours in nine libraries, vacation reading programs in six, lists of books of interest to children distributed in four, and a radio program of interest to children in one. Only one library provides no special service for children. That more service is not provided for children is surprising, for the surveyors found, in talking to librarians, that many of them felt that the library was most important for children -- that if you made readers of children, they would read for the rest of their lives. A few did express concern about adults and how to interest them in the library, but the predominant concern seemed to be with children.

The new ALA standards for public libraries point out that the public library has functions related to but different from those of the school or academic library. The primary concern of the public library is providing for the needs of the student as an individual and as a member of the community. School and academic libraries must give priority to the demands of the curriculum. The services of each should supplement and complement the others, and through cooperative planning, should be able to extend their resources. (See also appendix D)

Three of the smaller libraries and one of the larger lend books to school libraries, and four of the smaller and two of the larger lend them to classrooms. Both are practices which are not likely to encourage the building up of school library collections. All of the libraries stay open hours that the school library is not open. Two libraries provide instruction in the use of the library for students, and one allows class visits from a school with no library. Nine of the libraries receive some or a few of the reading lists given out by teachers. One buys all of the titles on the lists, seven buy some, and one buys a few. Six of the libraries keep a record of recurring questions arising from school assignments. Only two libraries keep any reference statistics, and both of these have used them as a basis for budget requests. One of the librarians discusses the selection of special reference materials with specialists in the community, eight occasionally do, and two never do.

Public Relations and Publicity

All but one of the libraries serving populations over 5000 receive newspaper publicity regularly, and all but one seem to receive regular radio publicity. The surveyors found, however, that few libraries had for distribution materials which told the library story. One did have a card with a picture of the library and the library hours which was placed in all hotel rooms.

Library Boards

The boards of the four largest public libraries meet monthly. One has had a meeting cancelled because of lack of a quorum. The pattern for the smaller libraries, i.e., those serving populations between 5000 and 20,000, varies from three times a year with more meetings if necessary for one board to monthly meetings for five of the boards. Three of the boards have had meetings cancelled because of lack of a quorum, and one because of lack of business. The board which meets three times a year is an example of what can happen when board members serve too long, disregarding state law on terms. Neither the board nor the librarian knows what their respective roles are. Cancellation of meetings for lack of a quorum when the board meets only three times a year is one indication of the apathy on the part of board members. That North Dakota really needed the law which was passed in 1965 limiting the terms of board members is reflected in the number of board members who have served more than six years. For the smaller libraries, the longest terms of service of present board members ranges from four years to thirty years with six of the boards having members who have served more than six years. For the larger libraries (only three returns) the range is from three to twenty-three years with only one board with members who have served more than six years.

Another reflection of the interest of board members is their attendance at library conferences. None of the members of the board which meets so infrequently has ever attended any kind of library conference. None of the members of the board of one of the larger libraries has ever attended conferences. For the smaller libraries, five members of one board and one member of another have attended an ALA conference and from one to three members of six boards have attended NDLA conferences. For the larger libraries, one member of one board has attended an ALA conference, and two members of the same board attended an NDLA conference. Three members of another board have attended an NDLA conference also. The surveyors met several very alert and interested board members on their visits to the libraries. There is potential for leadership in bringing about improvements in library service among these board members.

On the questionnaires library boards were asked to provide information regarding salaries of other educational personnel in the community so that these salaries could be compared with the salaries of librarians. (See also footnote 9 on page 13).

The salaries of the other educational personnel in the communities, where known, are as follows:

Smaller Libraries (5000-20,000):

Superintendent	$9,500-14,500
Principal	9,000-11,500
Teacher with M.A.	5,300- 6,000
Teacher with B.A.	4,800- 5,500

Larger Libraries (over 25,000):

Superintendent	$19,000 (1)	$14,000 (1)
Principal	12,000 (1)	11,000 (1)
Teacher with M.A.	5,400 (1)	
Teacher with B.A.	4,800 (2)	

All except one superintendent and one principal have an M.A. degree or work beyond the Master's.

County and Regional Libraries

There are six county and three regional libraries in North Dakota. The county and regional libraries of North Dakota represent steps in the right direction. However, they do not have the resources and the programs of service that will normally be found in regional systems. Except for the two very small county libraries which have no bookmobiles, county and regional library service seems to mean chiefly bookmobiles to North Dakota librarians. Programs of service do not seem to be planned. In a few cases there are branches or stations as a part of the library system, but in some cases, service to these stations consists of the bookmobile driving up and depositing collections of books. In one case, the bookmobile actually has one stop right outside the station. The county and regional libraries are not built on strength and have grown separately from existing libraries of any size. The exception, perhaps, is one county library which is supervised by the city librarian who does all the selection, cataloging, and processing of library materials for both libraries. However, the library is considered as totally separate from the city library. Its service is entirely bookmobile and its stops are at schools. The personnel which mans the bookmobile does not have professional library education.

Aside from not being built on strength and not having a strong headquarters library on which to draw both for advice and materials, the other major contributing factor to the weakness of these county and regional libraries is personnel. The full-time staff ranges from 0-3 in the county libraries and from 3-5 in the regional. Only one of the librarians comes close to being professionally qualified, and she has recently resigned to take another library position. One other county librarian has a B.S. degree with a library science minor, but the other head librarians do not have college degrees and two are just high school graduates. Their lack of education and professional qualifications is reflected in their answers on the questionnaires and their lack of concepts of library service. The bookmobile service which they give is just book provision.

ALA standards require that a professional librarian have a fifth year degree from an ALA accredited library school and that the staff in each library system should include persons professionally trained in the specialized services required. In each library system there should be at least one professional staff member for each of the following aspects of library service: administration, selection, technical processing, and adult, young adult, children's and extension services. A library system may need more than one specialist in several of these fields, including subject specialists as needed.

The new standards for public libraries adopted at the 1966 ALA convention call for library systems to serve a minimum population of 150,000. The largest population served by a county or regional library in the state of North Dakota is 47,000, and most of the communities are under 25,000. The new standards also call for the headquarters library to have at least 100,000 non-fiction titles as a basic collection. The largest number of total volumes in North Dakota county or regional libraries is 32,720 with only one other library having over 25,000 volumes. A further reflection of the weakness of the collections can be seen in Table VI which shows that the average number of significant 1965 titles held by county and regional libraries is 9 or 10 out of a possible 80, and that no county library holds more than 16 of the titles and no regional library more than 12. In Table X it can be seen that out of a possible 67 titles or types of basic reference materials, county libraries hold an average of fifteen up-to-date titles with no county library having more than 20, and regional libraries hold an average of 21 with no library having more than 28.

According to the new ALA standards, services performed by the modern library include: assistance to civic, cultural, and educational organizations, in locating and using materials for program planning, projects, and the education of members, and stimulation of use and interpretation of materials through publicity, displays, reading lists, story hours, book talks, book and film discussion, and other appropriate means either in the library or in community organizations. The public library also sponsors group activities inside or outside the library within the framework of its own program. Examples are: discussion groups, special subject programs, film showings, film forums, lectures, fine arts programs, playreading groups, story telling groups.

For the county libraries the only service given to adults other than the provision of books is in the two counties without bookmobile service. One gives book talks or reviews to organizations, one provides films for organizations, one provides program planning services for organizations, one provides displays of books for study clubs and other organizations, and both prepare for distribution lists of books of interest to adults. All three of the regional libraries give book talks or reviews to organizations and one has sponsored a book discussion meeting. Services to children given by county libraries include a story hour in only one library, vacation reading programs in two, and lists of books of interest to children in three. For the regional libraries the only services other than book provision provided for children are story hours in one branch of one regional library.

Two of the county libraries lend books to school libraries, four lend them to classrooms, one provides other materials, and one sends its bookmobile to every school in the county. One of the county libraries does have an informal cooperative program with a school library, however. The two check with each other when purchasing reference books and periodicals and try not to duplicate too many titles, but rather try to buy different titles on a subject. For the regional libraries, one lends books to school libraries, two lend them to classrooms, one provides other materials, and two send their bookmobiles to the schools. Although the librarians are all careful to say that they go to the schools because that is where the children are, such service is not likely to encourage the building up of the school libraries. One school librarian commented, in fact, that the students seemed to use the public library more than they did her school library.

Academic Libraries

A brief questionnaire and three checklists of holdings were sent to fourteen academic libraries. Twelve of them returned the questionnaire. The questionnaire appears in the appendix. The list of significant 1965 publications is the same as the one used for the public libraries. There are 596 titles on the periodicals checklist. It is the same list of significant periodicals used by the University of Minnesota Library School faculty in its survey of the seven state-supported institutions of higher learning in South Dakota. The reference list is the Choice "Opening Day Collection" with a few titles added.

The new ALA standards for public libraries point out the need for state programs to utilize all existing resources and agencies. The resources and services of existing facilities should not be duplicated, especially where they are not used to capacity or where they are too specialized and too expensive to warrant duplication. Subject to local arrangements and needs, cooperative arrangements should be made with existing agencies for the use of the materials. Special, research, school, academic, and large public libraries should be utilized in a planned program of statewide library service.

Any plan for library development in the state of North Dakota must include the academic libraries. They are already participating in the State Library Commission's Union Catalog, and some cooperate among themselves in exchange of unneeded duplicates, and the use of the library by each other's students. Table XI summarizes the statistics for the academic libraries.

The only two academic library collections of any size are at the two universities at Grand Forks and Fargo. Since these two communities also have the largest public library collections, this means, unfortunately, that the largest library collections are concentrated in two communities on the eastern border of the state. If the academic libraries of North Dakota are to play an expanded role in the provision of subject resources in depth, their collections will have to be increased.

TABLE XI

ACADEMIC LIBRARIES

Institution	Enrollment	Faculty	F.T. Equiv. Staff	Collections	1965 Publications*	Reference*	Out of date**	Total Period. Subsc.	Periodicals	Complete Runs (of the 596)
1. UND +	6089	500	17	206,000	26	238	9	1,800	498	155
2. NDSU	5000	324	11	174,538	58	220	14	1,867***	432	99
3. UND-Ellendale	350	21	2	40,178	21	109	46	240	108	9
4. Sch. of Forestry	360	22	2	12,300	20	80	17	---	50	0
5. Minot	2100	120	6	90,000	29	226	13	700	342	29
6. Mayville	850	51	3	4,800	59	127	22	260***	148	14
7. Valley City	1250	62	3.5	50,000	60	200	22	---	145	13
8. Mary College	185	28.5	2	21,000	11	97	19	153	138	2
9. Jamestown	500	34	3	32,000	10	172	41	356	252	3
10. Sch. of Science	2400	150	3	22,500	28	113	34	262***	126	5
11. Bismarck J.C.	850	35	3	3,500	44	200	17	138	98	3
12. Lake Region J.C.	400	26	1	3,000	13	105	32	---	2++	0

+ Excludes Law, Medicine, Ellendale and Williston

* Out of a possible 80 significant 1965 publications
" " 256 reference titles
" " 596 periodical titles

** Number of out of date reference titles

++ 75 additional periodical titles are on order

*** Figures are for 1964

CORRECTION:

Page 22, Table XI, Academic Libraries, Collections column -

Mayville	(should read)	48,000
Bismarck J.C.		13,500
Lake Region J.C.		13,000

School Libraries

Questionnaires were sent to 287 accredited public schools in N.Dakota. Only about one-third of them returned the questionnaire. Almost all of the schools which returned the questionnaire have a central library room, but well over half have classroom collections also. Almost all of them list their books in a card catalog, and most have someone who is assigned responsibility for the library. Very few of the "librarians", however, are full-time. Most have teaching and other duties in addition. In fact, a number run the library only in their "spare time". Most of the schools have audio-visual materials but these are not often administered by the librarian. They are more likely to be administered by the librarian than an audio-visual specialist, however, since very few of the schools have an audio-visual expert. Usually the audio-visual materials are administered by the superintendent or a teacher. Occasionally they are administered by the principal or the administrative office. Most of the school libraries are open a short time before and after school but most are not open more than five hours per week beyond the normal school day. Only a couple of the school libraries are open on Saturdays, and several are open during the summer. About 40% of the schools answering the questionnaire have enrollments under 200, and many include grades 1-12.

The ALA Standards for School Library Programs[13] call for a seating capacity of 45-55 students in schools with enrollments of up to 550, and 10% of the student body in larger schools. Not counting the schools with very small enrollments, about 14% meet this standard. For collections the ALA standards call for a minimum size of 6000 to 10,000 volumes in schools with enrollments of 200-299 students. Only three schools which answered the questionnaire have an enrollment of 1000 or more, and should according to ALA standards have ten books per student. Only five schools with enrollments under 1000 have over 6000 books. None of the larger schools has ten books per pupil.

ALA standards on personnel are met in very few schools since, as already indicated, very few of the librarians are full time. Most spend three or more hours daily in teaching and other activities. The majority also do not meet the North Dakota minimum standard of 16 semester hours of library science. Only one school librarian in the state who answered the questionnaire has a fifth year degree from an ALA accredited library school. For book expenditures, excluding encyclopedias and unabridged dictionaries, ALA standards call for $1000 to $1500 in schools with enrollments of 200-249, and with enrollments of 250 or more $4 to $6 per pupil. The availability of federal funds made a noticeable difference in the expenditures of many of the school libraries. A little over one-third of the schools with fewer than 250 students spent $1000 to $1500 or more on materials last year. Very few would have spent that much if they had not had federal funds. Close to two-thirds of the libraries spent $4 to $6 per pupil, again with the aid of federal funds.

The school libraries are not meeting minimum ALA standards and thus students of North Dakota, who are likely to have inadequate public library service, are not able to turn to their school libraries for the materials which they need. One of the school librarians in a town with an inadequate public library commented: "We are fortunate to have a Carnegie Library in the block adjacent to the school . . . Students are allowed to sign out of study halls for use of this facility. It is estimated that over 3000 volumes are checked out each month during the school term. The average number circulated through the school library each month is 570. It is felt that this is evidence of excellent usage of our existing facilities." The evidence here is that students are using public library materials, but that the school library is not fulfilling its proper role.[14]

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[13] American Library Association, Standards for School Library Programs, (Chicago, 1960).

[14] Although there is no chapter of this report giving full consideration to the problems of school libraries, appendix D discusses the relationship of public and school libraries. Ed.

CHAPTER V

DEVELOPMENT OF PUBLIC LIBRARY SERVICE IN NORTH DAKOTA

In the overall plan for statewide library service in North Dakota, public library service is only one segment to be considered, but it is the segment that should be really meaningful in the lives of all North Dakota citizens.

Statistics prove that this is not true, however. Of the total population of 632,446 in 1964, 263,488 had no public library service. Many of those who were served had only inadequate service due largely to shortage of professional staff and lack of sufficient tax support -- the two major problems handicapping the development of good public library service on a statewide basis.

Chapter II discusses the sparsity of population in North Dakota with its implications for difficulties in planning for adequate library service. Besides the problems of serving people where there is a sparsity of population there is the more important lack of tax support. In seven counties in North Dakota no tax levy (city, village, or county) was made in 1964 to support public library service. In thirty-two counties the total tax support in cities and villages was $518,266.62. Fourteen counties levied a total of $150,478.44 for county or regional library service. (Less money than Cass County appropriated for the County fair in 1964!) Thus the total tax funds were $668,745 or $1.80 per capita for those who were served. If the same rate of support were available for the total population the library fund would be $1,128,301. This is quite a difference from the $2,827,053 at $4.47 per capita for library systems suggested in the ALA Bulletin, September, 1964. In the same article the formula is proposed that library support should come from three levels of government -- 50% local; 30% state; 20% federal.

In North Dakota incomplete statistics indicate that of the funds spent for public library services the percentages are approximately 75% local; 9% state (State Library Commission) and 16% federal.

From the statistics gathered from the association libraries (or rather lack of statistics) it appears that they are so inadequate in their ability to furnish library service now that a special effort should be made to help them secure tax support immediately, or they should be dropped from the State Library Commission's records. The aid of the organizations who were interested enough to try to provide some sort of library service should be enlisted in promoting library development in their communities. The association libraries, built up with adequate tax support, could become a part of a library system and thus begin to provide adequate library service.

On the credit side there are several assets that should be pointed out before suggestions for a continuing program to move ahead are made.

Mrs. Freda Hatten, North Dakota Library Commission Director, in a speech at the NDLA conference in 1965 pointed out that there had been improvements in library service in North Dakota since 1944. At that date there were no county libraries and the average per capita expenditure was 15 cents. By 1954 the per capita support had risen to 43 cents and there were two county libraries -- Divide and Stutsman. In 1964 the per capita expendtures had risen to 99 cents and 14 counties were offering library service and the number of counties offering no service had dropped to three. Improvement and extension of library service has been made under the leadership of the state library and with the availability of federal funds.

The interest and dedication of librarians in the state to improvement of service was shown in the successful revision of library laws in 1965. With that kind of experience and know-how, further revisions can be contemplated in 1967 with expectations of success.

Most exciting of all is the establishment of a union catalog at the State Library Commission and the positive proof of the willingness of librarians in different kinds of libraries to cooperate. It bodes well for future cooperative programs.

The broad approach to the study of all types of library service in the survey is another bit of evidence that North Dakota recognizes the imperativeness of planning for all types of library service jointly instead of independently--which would be particularly wasteful in a state with limited resources and great needs for improved library service.

A group of trustees who have a strong potential for leadership in a new program and the interest of Governor William L. Guy in the library study are "straws in the wind" that libraries are being recognized for their importance to society.

Most important of all for public libraries is the strength available in the libraries in the larger communities with their new buildings or plans for new buildings and sound book collections. They can be looked to for leadership and as resource centers for cooperative library federations. In present day library development there is a basic tenet--that the library program should be built on available strength and North Dakota is fortunate to have public libraries in different areas of the state which can fill this role.

Librarians and library trustees have evolved a practical way of building on strength without having to fear that the stronger library will "take over." The library federation is the answer.

In the "Plan for the Development of Library Service in Montana" Ruth Warncke has described the library federation. Her description indicates why it would be suitable for North Dakota as well as Montana.

> "A federation requires a strong central library under the direction of a qualified librarian to guarantee imaginative and effective leadership. Boards of Trustees of city libraries and Boards of County Commissioners(who are the trustees of county libraries) arrange with the federation for service. The agreements specify services to be received, method of administration and the amount to be paid by the contracting agency. These agreements are in effect on a continuing basis until terminated by a notice of one of the parties, six months prior to the dissolution of the agreement. A yearly review of the amount paid for services is provided for in the agreement. A board made up of representatives from participating units may act in an advisory capacity to the federation. Local Boards of Trustees continue to function as legal entities responsible for their local libraries.
>
> "The services provided by the federation may include centralized ordering, processing, and cataloging; a uniform library card which permits residents to borrow from any library in the system; group purchase of books, supplies, and equipment at increased discounts; in-service training and expert advice and counsel for local librarians from the professional staff of the federation. Bookmobile services are shared, as are extensive reference services from the federation, and an intensive area-wide public relations program. The total materials collection available to all units of the federation is greatly increased.
>
> "The federation has been selected as the most appropriate system organization for Montana because it is built on the solid foundation of a strong central library; it allows each local library to continue to servide its own clientele, to join or not to join a system as it wishes, to have a voice in the governing of the system if it does join, to retain its own local governing and taxing authority, to gain strength from a larger resource unit without being controlled by it and to withdraw from it if it so wishes. The federation retains the priceless advantages of initiative, responsibility and pride of ownership in each community; and it extends service into areas that have previously had no library service."

IT IS RECOMMENDED:

1. That the Library Survey Committee and the State Library Commission plan for the improvement and extension of public library service through co-operative federations formed by voluntary contractual agreement among existing public libraries financed initially with state and federal funds and with a fair share from the local libraries as the program develops.

2. That four regional library resource centers be developed at Bismarck, Fargo, Grand Forks, and Minot, with Williston, Jamestown, and Dickinson developed as auxiliary centers. A schedule for development should begin with Bismarck and Minot, since they have new public library buildings.

COMMENT:

In determining the boundaries of the federations there is a quite natural arrangement of 150,000 persons in each of the four areas--the population standard suggested for library systems by the 1966 revised ALA standards for public libraries. The problem of large geographic areas to be covered and the low density of population in some parts of North Dakota need special consideration in planning federated systems. The State Library agency should provide funds and staff to work in the area centers in order to help plan and put the program into action. (See Chapter VI, Recommendation 28 on field consultants.)

Perhaps the possibility should be explored of a "Little Farmington Plan" such as that being considered by Minnesota academic libraries. In North Dakota this plan could include the larger public libraries as well as the academic libraries. Several sources of federal funds could be used for collection building and for promoting and supporting cooperative programs.

These recommendations do not suggest that such a cooperative approach should strengthen one library to the detriment of another. If one library in a system makes a service contribution and receives equivalent service returns, no financial adjustment may be necessary; but when most of the advantages flow one way, contractual or other fair-share monetary agreements must be made.

In order to move ahead with such an important program of development there are some preliminary tasks to be done. First of all, North Dakota public librarians will want to decide what their goals are, and they will want to agree to the assumptions that will give unity to their plans.

For instance, the following assumptions may be examples of what is basic to planning:

1. The aim of the public library is service to all people. (See Appendix D for the relationship between school and public libraries.)

2. Every person in the state must be assured a level of library service that meets his individual, essential needs.

3. Library service should reach the individual wherever he lives and should connect him with the total resources of the area, the state, and the nation, through a flexible, cooperative library network of library systems.

In the visits made by the surveyors in this study, several questions were raised which library planners should consider carefully:

1. In several county programs why were the city libraries not included in the library service patterns?

2. If the city library is involved, is the county service just an adjunct to it or does the countrywide program include service to the city?

3. Does everyone have access to all the public library services available in the county?

4. Why are the terms county library and bookmobile used synonymously? (Library service in a system should be much more than a bookmobile delivering books.)

5. Are bookmobile stops to schools limiting the development of school libraries? (See Appendix D.)

6. How can more adults be influenced to make more use of the library?

7. In cooperative library programs how can inequality of financial support be removed? For example, cities may levy 4 mills, but counties are now limited to 2 mills.

8. How can more professional librarians be recruited?

In order to meet standards of any kind or to plan for improved library service, personnel and money are essential, both at the state level and at the local level.

IT IS RECOMMENDED:

3. That a recruitment and scholarship committee be formed and supported by a budget from the North Dakota Library Association, supplemented with funds from other sources.

STATE AID

In the near future a program of state aid should be planned. There is a greater than ever need for the state to assume more of the support for library services. There is also need for revision of state legislation to make library laws more uniform and flexible, and to increase county millage, revise procedures for appointment of city library boards, and to provide new legislation for governing library systems.

IT IS RECOMMENDED:

4. That legislation be drafted:

   a. To provide authority to the State Library agency to carry out a program of state aid so that when funds are available the agency can act promptly.

   b. To provide a library systems law indicating the types of systems that may be established (federation, consolidation, and/or others) and the method of appointing the governing body. (It is apparent that the surveyors favor federation for North Dakota.)

   c. To incorporate in the county library law the authority to budget up to four mills for county library support. As a long range goal, the ceiling should be removed entirely.

   (At present, the North Dakota Century Code 40-38-02 limits county library taxation to 2 mills. This should be changed to 4 mills.)

   d. To eliminate the word rural from NDCC 54-24-08, and to add, following the words of the United States, (and institutions of higher learning whether state-supported or private,). 54-24-08 would then read as follows: "The state library (omit commission) is hereby authorized and empowered to cooperate with, and to contract with municipalities, governmental subdivisions and agencies of the state of North Dakota and other states of the United States and institutions of higher learning whether state-supported or private, in the extension of library services."

e. To revise NDCC 40-38-03 which now reads:

> "The school board of a city or village establishing a public library and reading room, or of the school district within which such city or village is included, or the board of county commissioners for a county library, shall appoint a board of five directors representing both sexes from the citizens of the county, city or village as the case may be, to govern such library and reading room. . ."

This section of the code should be changed to make the city council the authority for appointing the public library board.

COMMENT:

The effect of the present law is to make the public library boards responsible to other boards, rather than to the local governing authorities. With the consolidation of school districts, school boards may be made up of representatives from all communities within their school districts, but these areas may not match the most appropriate areas for the service areas of particular public libraries. Public libraries may thus have boards which have members who have no interest in the community libraries. Even if the taxing authority of a public library corresponds with that of a public school, it is desirable to have a complete separation of the public library board and the school board. (See Appendix D.)

IT IS ALSO RECOMMENDED:

5. That direct library service to schools by public libraries be discontinued. (See Appendix D.)
6. That direct library service to schools by the State Library Commission be discontinued.
7. That school and public library services and responsibilities for these services be clearly separated. (See Appendix D.)
8. That the value of public library service and the need for increased support be interpreted to the people of the state through a planned educational program, to be carried out on both the state and local levels. (See Recommendation 30 in Chapter VI.) Statewide and local library associations should be drawn into this program.
9. That the Library Survey Committee be broadened by invitation to members of the logically interested organizations and associations in the state to serve as developers of improved library service.
10. That the State Library Commission and the NDLA conduct a study of state aid programs in other states.

COMMENT:

It is always useful to learn how others have met problems such as those faced by librarians in North Dakota. For example, in Michigan the Reader's Guide to Periodical Literature AND all the magazines indexed in it were purchased for most of the libraries of the state to increase the usefulness of the public libraries to students. (This is not inconsistent with the earlier recommendations that direct public library service to schools be discontinued.) In Michigan also, catalog cards are provided for all school library books bought with federal funds and for all books purchased by public library systems under the Greenaway book selection plan. New Hampshire has statewide public library services. Wyoming is considering one library system for all types of libraries. Iowa uses special telephone service paid for by the state library. Perhaps North Dakota libraries could agree on the issuance of a state-wide library card entitling everyone in the state to library service anywhere in the state. It would be an inducement to the academic libraries to provide reimbursement for the costs of photo-copying and other costs of interlibrary loans.

CHAPTER VI

THE STATE LIBRARY COMMISSION[15] OF NORTH DAKOTA

In the preceding chapter on planning public library service development in North Dakota there are ten specific recommendations. Basic to any effective implementation of this survey, of course, is a reorganization of the North Dakota State Library. In this chapter there is an analysis of the problems faced by the present organization, and recommendations for the necessary reorganization. It seems appropriate to begin with the statutory provisions now in effect and to chart the present organization, both statutory and actual.

ADMINISTRATION

Statutory Provisions (in effect, 1966)

> "The board of administration shall constitute the state library commission. The board shall appoint an executive officer to be known as the secretary and director of the library commission, who shall receive such annual salary as shall be provided by the legislative assembly. The secretary shall have control of the work and shall be director of the library extension."[16]

COMMENT:

The Board of Administration appointed by the Governor is also responsible for a number of dissimilar State agencies, mostly of correction institutional nature, not particularly compatible with state level library services. Limited guidance is given the State Library Commission, but in the organization today, the Director of the State Library Commission does not actually serve as secretary of the Board of Administration. In the absence of a library board or separate commission board, the Director has from time to time sought support on policy statements such as a "General Acquisitions Policy Statement." (See policy statement on page 33 of this chapter.)

> "The state library commission shall be furnished with adequate office room with such suitable quarters as may be necessary for the proper shelving of the educational reference library, the books of the traveling libraries, and the legislative reference collection."[17]

Relations with other State Library Agencies

The state library agencies, other than the "Library Commission," as can be seen from the following summaries, have their own statutory provisions, boards and administrators and have little or no contact with the State Library.

STATE HISTORICAL SOCIETY LIBRARY: The governor, by and with the consent of the senate, appoints a nine-member board of directors for the State Historical Society. This board selects from its membership a president, vice-president, and secretary to serve as officers of the board. The secretary of state, state engineer, state highway commissioner, commissioner of agriculture and labor, state forester, state game and fish commissioner, director of state library commission, and state treasurer are ex officio members of the board.

Except for the presence of the Library Commission Director on this Board, there is no direct line of administration between the two libraries. Even though they share the same building, the only coordination is that the building, the corridors, washroom facilities and maintenance and guards serve both libraries. The librarian of the Historical Library is unqualified.

LEGISLATIVE RESEARCH BUREAU: This agency is directly under the Legislature and has only a small collection of books and vertical file material, virtually unorganized. It is not a library. The Council of State Governments publications and a few magazines are the only current materials regularly purchased.

The Bureau does not borrow from the present "Library Commission," but buys books and related materials for each study when the information is not found in the Council of State Government publications and is not available free from other states. A secretary handles the small collection.

LAW LIBRARY: This agency is under the State Supreme Court and may be used by anyone who comes in. The librarian is not qualified as a lawyer nor as a librarian.

DEPARTMENTAL LIBRARIES: Scattered throughout the Capitol, these libraries have no system of vertical file information retrieval or book classification. A school library consultant, with an educational background of only a minor in library science and some school library experience has recently been appointed. She also serves as a consultant for English instruction. There is no state school library collection other than the books provided by the present "Library Commission".

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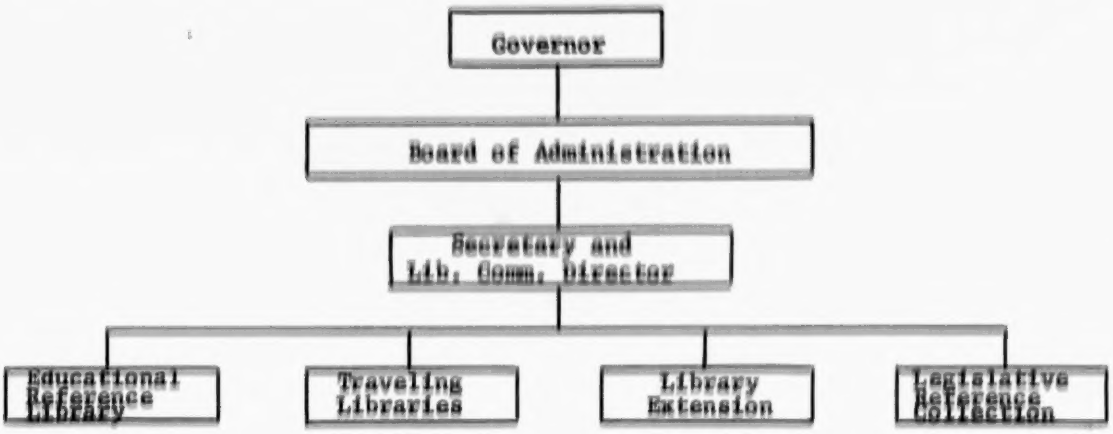
[15] Throughout the first part of this chapter, the state library itself is called the "State Library Commission."
[16] North Dakota Century Code. Section 54-24-01.
[17] Ibid. Section 54-24-02.

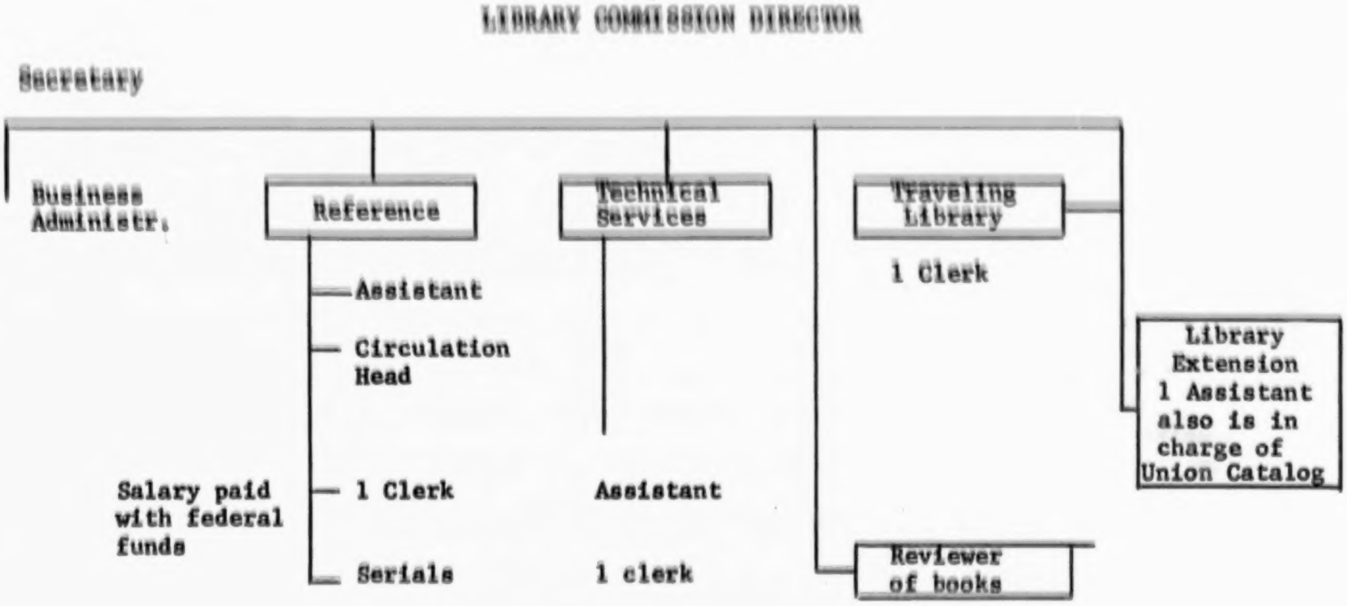
STATUTORY CHART OF ORGANIZATION
OF THE STATE LIBRARY COMMISSION


Governor
Board of Administration
Secretary and Lib. Comm. Director
Educational Reference Library
Traveling Libraries
Library Extension
Legislative Reference Collection

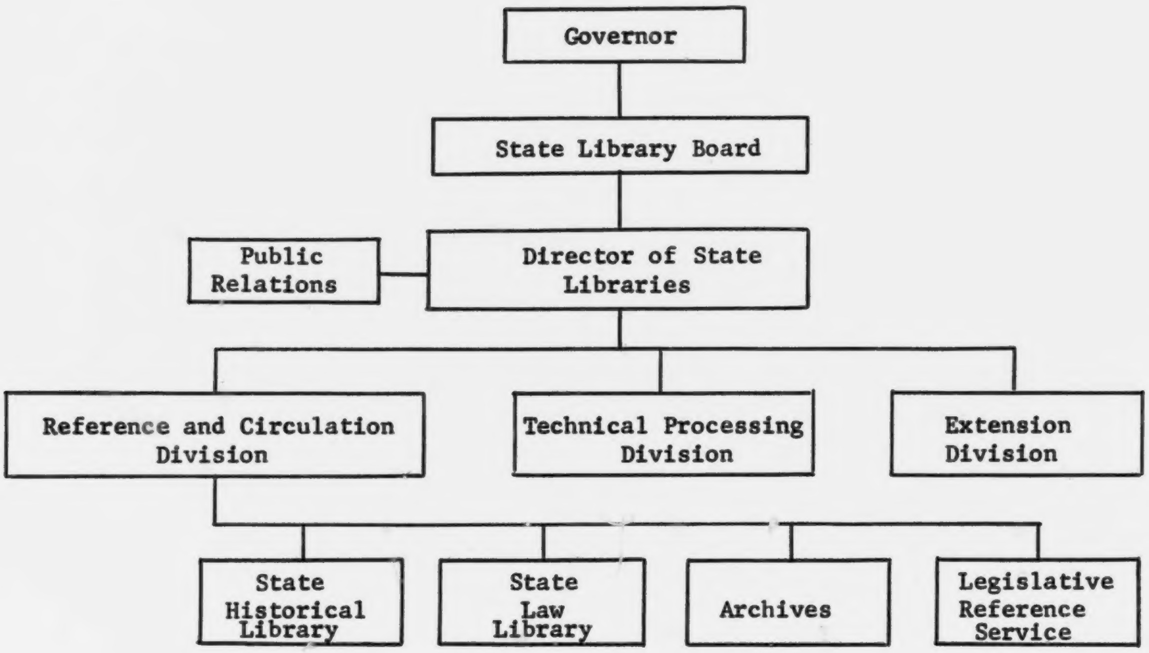
The Legislative Reference Collection is limited, in actual practice in 1966, and there is no such separate department. Also, the Educational Reference Library as charted above is not a separate department for school services, but is, in fact, the general reference collection. The statutory Traveling Libraries is a separate department.

The following Departmental Chart shows the actual organization of the State Library Commission in 1966, revealing that various State Librarians (Library Commission Directors) have established additional departments as the state-wide needs have developed:

August, 1966 Organization
(Submitted by the Director)


LIBRARY COMMISSION DIRECTOR
Secretary
Business Administr.
Reference
Assistant
Circulation Head
Salary paid with federal funds
1 Clerk
Serials
Technical Services
Assistant
1 clerk
Traveling Library
1 Clerk
Library Extension 1 Assistant also is in charge of Union Catalog
Reviewer of books

A LONG-RANGE PLAN
FOR ORGANIZATION OF
STATE LIBRARIES


Governor
State Library Board
Public Relations
Director of State Libraries
Reference and Circulation Division
Technical Processing Division
Extension Division
State Historical Library
State Law Library
Archives
Legislative Reference Service

This chart depicts an ideal, long-range pattern of organization which can provide the kind of library service needed by the people of North Dakota. If total reorganization in this way is considered too big a jump, a first step toward the ideal is suggested below.

This revised organizational plan would involve the establishment of one library board and the bringing together of all library services of state government under the one board. The various unlike boards now administering the various state library agency services might remain as advisory groups in the exceptional cases of the State Historical Society and the Supreme Court Justices.

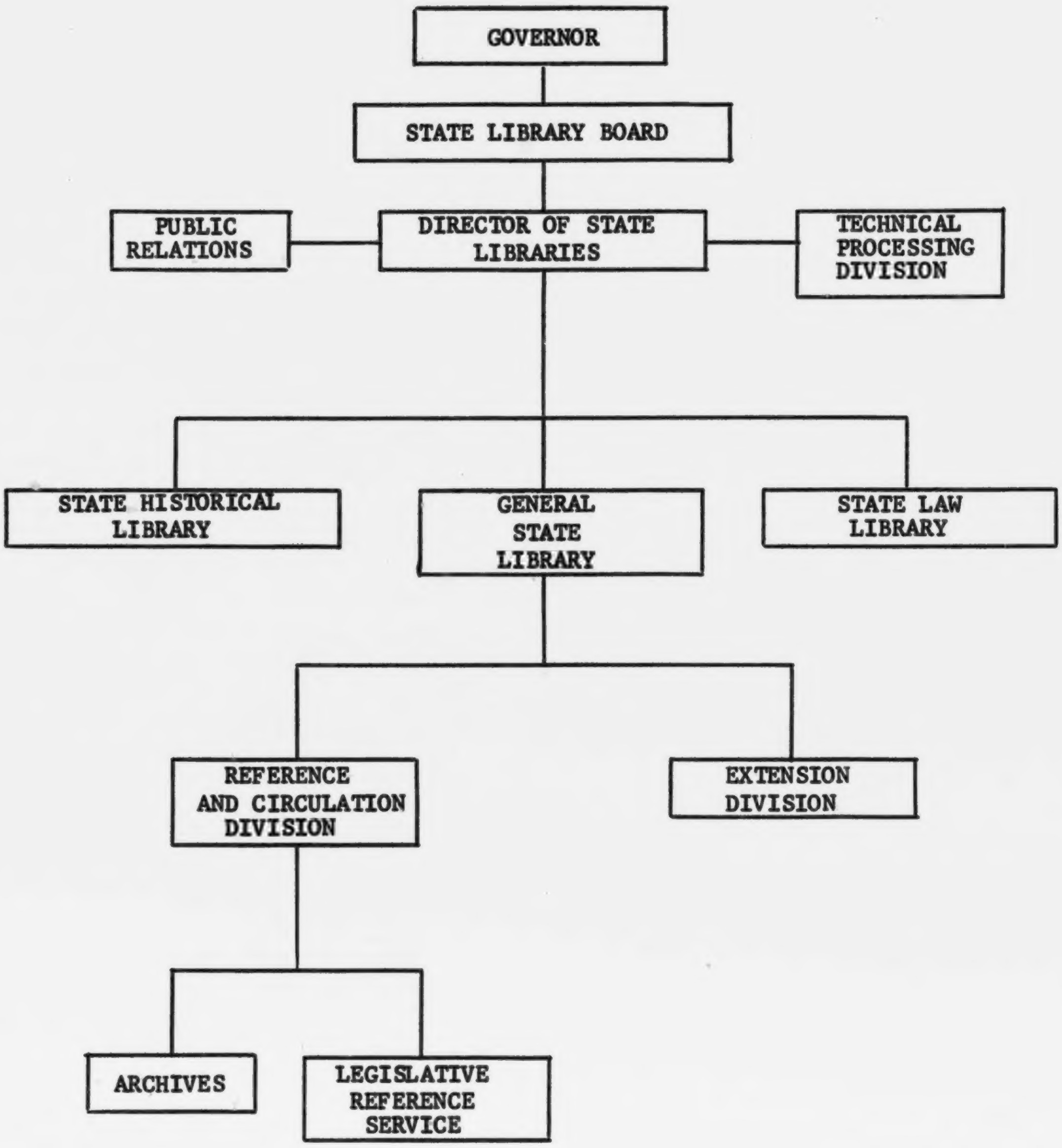
Subject specialists in the state libraries and departments now serving as acting librarians could pursue their busy schedules of appointed work while professional librarians could develop efficient and convenient library service for departmental day-to-day work and research needs.

The Board of Administration would be free of the extra work caused by the State Library Commissions policy decisions and thus would have more time for its particular work which is state correctional institutions. The Board of Administration and its institutions would also benefit by the services of state departmental library consultants and special service consultants.

One board, one director of libraries and one centralized administration of libraries creates a centralized plan that provides outstanding participation by laymen, efficient administration with routine check points, good discounts through book and equipment buying, orderly classification of all book holdings in the state through one technical processing center now in existence. Reference service in depth could be provided with professional librarians for state agencies as well as statewide inter-library reference service with one check point for mail, research and consultant service, and last, but not least, elimination of duplicate housekeeping services such as maintenance, shipping, book shelving, filing, bookkeeping and secretarial.

Recognizing that it may not be feasible to undertake such a thorough reorganization immediately, the surveying team recommends that the organization pattern on the following page may be desirable as a first step toward the ideal.

A FIRST STEP IN REORGANIZATION


GOVERNOR
STATE LIBRARY BOARD
PUBLIC RELATIONS
DIRECTOR OF STATE LIBRARIES
TECHNICAL PROCESSING DIVISION
STATE HISTORICAL LIBRARY
GENERAL STATE LIBRARY
STATE LAW LIBRARY
REFERENCE AND CIRCULATION DIVISION
EXTENSION DIVISION
ARCHIVES
LEGISLATIVE REFERENCE SERVICE

AS A FIRST STEP IN THE STATE LIBRARY REORGANIZATION IT IS RECOMMENDED:

11. That statutory provisions be enacted in the next session of the legislature to establish a state library board with power to appoint a Director of State Libraries. This board should be made up of citizens with diversified interests and should be representative of different geographical areas and occupational fields. (NDCC 54-24-01 to 54-24.1-06 will have to be completely revised.)

12. That statutory provisions be enacted to rename the State Library Commission, to call it henceforth the General State Library, and that this library be designated as the state agency to administer the Library Services and Construction Act funds.

13. That statutory provisions be enacted placing Archives under the Reference and Circulation Division of the General State Library.

14. That statutory provisions be enacted to establish a Legislative Reference Service as part of the Reference and Circulation Division of the General State Library.

15. That the newly created State Library Board (created under Recommendation 11) appoint a Director of State Libraries with a fifth year degree from a school accredited by the American Library Association and with appropriate experience for such a position.

16. That the reorganization plan charted in Step One above be implemented immediately. This would place the State Law Library and the State Historical Library under the supervision of the Director of State Libraries.

COMMENT:

With all state library services operated under the State Library Board's authority, by one well-qualified Director of Libraries responsible for coordination of the General State Library, the State Historical Library, and the State Law Library, it should be feasible to move toward the long-range reorganization of the state's library services.

The role of the state library agency has become increasingly complex and challenging as federal funds have become available under the Library Services and Construction Act. To guide the development of an effective plan for library services, the six parts of this first step toward reorganization are essential.

Decisions of the Governor and the Legislature should be made upon the best and the most complete information that is possible. With the present lack of coordination of information services, the materials available in the State Library, Archives, the Law Library, and the Historical Library are not easily located, and the Legislative Research Committee apparently sends for its information to various agencies throughout the United States.

Reference and research services for the legislature will be provided as a part of the State Libraries' responsibility and with the advantages of professional librarians' research services, in accordance with the American Library Association's Standards for Library Functions at the State Level:

> "Special information and research service should be available to the legislative branch of government and provided as part of or in close coordination with state library agencies."[18]

IT IS RECOMMENDED:

17. That the Technical Processing Division become the responsibility of the Director of Libraries. As drawn on the chart, the Technical Processing Division will be centralized directly under the supervision of the Director and will serve all library agencies. The expensive duplication of effort in acquisitions and cataloging will thus be reduced.

COMMENT:

When this technical processing centralization has taken place, the possibility of using federal funds for extending this service to all public, school, and academic libraries in North Dakota may be feasible and advisable. To organize an effective centralized processing service to serve these varieties of libraries, it will be important to establish the policy of providing simplified cataloging for the smaller units.

IT IS RECOMMENDED:

18. That a professional librarian qualified by experience and a fifth year degree from a library school accredited by ALA be hired to head the Technical Processing Division.

19. That the responsibility for organizing and giving archival service be placed under the General State Library Reference and Circulation Division and an archivist appointed to provide this service.

COMMENT:

ALA Standards say: "Each state should have an archives collection and program for the preservation and organization of the state's own records and the records of local government."[19]

SERVICES AND FACILITIES

Building the Book Collection

> "Each state should have a plan for developing the total subject and reference resources which affect the economic, political, intellectual, and cultural life of the state.
>
> "The full resources needed for affairs of state in this age encompass several million volumes. The holdings of state library agencies form one part of this total resource. Collections of major public libraries and of colleges and universities are important additional portions as are private holdings in research and industrial centers. State library agencies should participate with other librarians and library interests in developing the plan for acquiring research and reference sources, and should take the lead in such planning unless universities or other agencies have already exercised initiative to this end. The plan should rest upon clear and specific agreements among libraries for cooperative building of collections. Smaller states, and those with limited resources should consider interstate compacts for joint acquisition of resources which would be available to all members of the compact. State-wide planning should be conceived as a continuous rather than as a one-time activity."[20]

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[18] American Library Association. Standards for Library Functions at the State Level. (Approved by the American Association of State Libraries for the American Library Association, July 18, 1963)

[19] Ibid.

[20] Ibid.

The quotation is the first of sixty-two items in the American Library Association's Standards for Library Functions at the State Level. It is given here in its complete form for it emphasizes the need to conceive of state-wide planning as a continuous process. The major recommendations of this survey must be made in relation to existing conditions. As libraries develop in North Dakota during the next five to ten years, it may well become the fact that the recommendations in this survey are no longer appropriate and should be revised.

This first item in the ALA standards also points to the possibility of exploring interstate compacts for joint acquisition of resources, and although the survey team does not feel it should push this as a specific recommendation, it is something for a Director of North Dakota Libraries to consider in the future.

In another area of concern regarding the building of book collections, it seems advisable to quote in full from the ALA Standards for Library Functions at the State Level:

> "The state through its state library agency should exercise leadership in maintaining freedom to read and freedom of access to materials of varying views within the state.
>
> "People must have access to the full range of political, social, and religious viewpoints, in agencies ranging from the smallest public library to the state library collection. Efforts of self-apppointed censors seeking to limit freedom to read should be resisted. The legal machinery for dealing with subversive and pornographic literature exists in state law and represents the proper means for safeguarding the public interest. It is incumbent upon state library agencies to see that these legal channels are used if necessary and to help prevent censorship of materials, whether in academic, public, or school libraries. The basic policies which should control access to resources reflecting various views are set forth in 'The Freedom to Read' statement and the 'Library Bill of Rights'."

(The editor suggests that the reader of this survey may wish to examine these two documents in detail If so, see Appendix A, The Library Bill of Rights, and Appendix B, The Freedom to Read.)

The Technical Services Department of the North Dakota State Library Commission has a "General Acquisition Policy" which was revised by the Director in July, 1966, as follows:

> "The State Library Commission serves the libraries throughout the state, individuals connected with departments of state, and citizens of North Dakota who do not have adequate library facilities. It is the responsibility of the North Dakota State Library Commission to provide books and library materials for its general, reference and special collections such as will form a reference source for the officers of the state in the performance of their duties. It must also collect and maintain the publications of the departments and agencies of the state government, including the enacted laws of the state, the current session laws and journals pertaining to it.
>
> "Priority of acquisitions in the state library will be given to publications of educational, informational, reference and research value to establish a well-rounded collection to support libraries and government agencies. Fiction, lighter general works and juvenile books will be purchased more sparingly for general public consumption as many more of these types of works are already available in local libraries.
>
> Special collections will be provided for in the following ways: North Dakota and the Midwest Collection - Two or more copies will be purchased for general circulation with one copy reserved for preservation.
>
> "The Traveling Library - Purchases will give priority to children's books with young adult and adult books of general interest provided in a lesser degree.
>
> "Bookmobile Collections - Purchases will provide a well-balanced example of a public library's holdings.
>
> "Controversial books will be avoided as much as possible in the Traveling Library. Books of this nature will be available on call from the general collection of the State Library Commission."

* * * * * * *

The North Dakota State Library Commission also has a Book Selection Policies Statement, as follows:

> "The materials for the State Library will be selected to supplement the holdings of the public libraries, to support the state government agencies, and to serve those persons who have no local service, in that order of preference. A basic purpose is to maintain a circulating library.
>
> "These materials should meet standards of factual accuracy of content, significance in subject field, and responsibility of opinion. This involves the honesty and sincerity of the author, his authority in his field and/or the research he has done. The reliability and policies of the publisher are an important factor in selection of materials.

"Pleasing format, good construction, printing and design of hardbound, durable books are preferred. But, paperbacks may be purchased to supply extra copies of popular or ephemeral materials, out-of-print titles, titles not published in hardback, and for replacements of infrequently used materials.

"The selection tools will be the approved standard book selection media in which the reviews are written by librarians, educators, and other literary and authoritative persons.

I. General Reference Collection
Statewide reference service should be provided with special attention to the needs of the state agencies. The collection should be comprehensive in all subject fields except those adequately covered by other research facilities or so designated by law, as in the case of the Law Library.

II. General Circulating Collection
The State Library shall maintain a well-balanced collection of materials in all subject fields of adult and children's books to record the thought of the most authoritative voices of the past and the many of the present day. Keeping in mind that the state consists of people from varying races, religious creeds, and political convictions, the state library shall collect materials representing these varying viewpoints so long as they represent sincere, positive convictions and avoid negative propaganda.

"The State Library shall contain the classics and translations of important foreign authors. Also, insofar as possible, all books written by North Dakota authors or about North Dakota will be collected for both circulation and preservation. Rare books and first editions, genealogical and highly technical industrial books as the basic policy will not be collected.

"The State Library maintains a large collection of periodicals, pamphlets, government documents and reports for circulation.

"Children's books shall be chosen from the best works of current literary and artistic worth, and the children's classics. Standards of authority and merit shall be used for the selection of children's and young adults' non-fiction.

"The State Library Commission ascribes to the Library Bill of Rights as adopted by the Council of the American Library Association."

* * * * * * * * *

The policy statement above shows that the North Dakota State Library has given careful consideration to the problems of book selection. A recent check of the holdings of this library indicates that it has a reasonably balanced selection of conservative and liberal materials. Certain recommendations of this report will require major revisions of the policy, of course.

TECHNICAL SERVICES

The Technical Services Department of the present State Library Commission is responsible for ordering, cataloging, classifying and processing material for the Library Commission and the demonstration public libraries. When this department becomes a Division under the supervision of the Director of State Libraries its responsibilities will grow, of course, and may be expanded to provide centralized cataloging for all public, school, and perhaps academic libraries. (See Recommendations 17 and 18 above.)

REFERENCE AND RESEARCH

In 1963 a study of six Midwest State Libraries showed book stocks ranging from 200,000 to 1,000,000 volumes. In 1965, the North Dakota Law Library had a collection of 37,150 volumes (somewhat short of the 50,000 volumes usually considered minimum), the Historical Library had 15,600 volumes, and the Library Commission (State Library) had 65,696.

In this current survey, the University of Minnesota team used the list of eighty significant publications of 1965 in checking the holdings of the State Library. It was found that 52 of these titles were in the collection. The 28 not available are not serious omissions, considering the limited book budget.

In the United States in 1965, there were 28,500 titles published. The three North Dakota state libraries expended a total of $12,064 in the 1963-65 biennium. In comparison, the six Midwest State Libraries mentioned above spent from $30,000 to $200,000. By 1966, however, the North Dakota State Library had doubled its book budget.

IT IS RECOMMENDED:

20. That the General State Library request $50,000 per year for books and periodicals to permit a strengthening of its collections.

COMMENT:

The North Dakota State Library subscribes to 275 periodicals, which compares favorably with the recommendation of the Midwest State Library Workshop that 250 periodicals be a minimum. A checking of "A Suggested Basic List of Periodicals Useful for Legislative Reference and Research", however, showed that the North Dakota State Library currently subscribes to only 22 out of 86 periodicals listed. Of course, Legislative Reference Service has been neglected in North Dakota's State Library, but if good, well-rounded information service is to be available, all 86 of these periodicals are needed. There may be some of these titles in departmental libraries, but they are lost to researchers without the central indexing that would be possible in the Long-range Plan recommended above.

It has been recommended in this report that the state libraries of North Dakota need to be consolidated under one Director of Libraries. Once this has been done, it will be possible to make improvements in the use of facilities and services.

For example, it is desirable to combine the present Reference and Circulation Divisions of the State library, to eliminate direct, personal service to individuals under 14 years of age, and service to individuals living in cities and towns with libraries. As long as service to individuals throughout the state is directly available from the State Library, it will be almost impossible to strengthen regional and local libraries.

It will be necessary also to create a system of subject specialization centers in certain city libraries; to promote more use of the State Historical Library and the State Law Library and of the larger university and college libraries through photocopying. One immediate step toward promotion of use of the present State Library would be to make better use of the space within the Historical Society building, perhaps by combining the reading rooms of the General and the Historical Libraries. It is also desirable to arrange with the telephone company for a special station to station communication and billing service for all libraries in the state. The book collection should be built up by new selection policies as indicated above. Popular fiction and children's books will not be needed in the State Library if the outdated Traveling Library Service is discontinued as it has been discontinued in state libraries throughout the nation. The Union Catalog of the holdings of the 23 public, college and university libraries has great potential usefulness, but it should be in the Reference and Circulation Division where it can be made known to the user.

IT IS RECOMMENDED THAT THE FOLLOWING CHANGES BE MADE IMMEDIATELY:

21. That reference and circulation services of the State Library be limited to adults and to the libraries of North Dakota.

22. That the Traveling Library Department be closed.

23. That book selection be limited to reference and research materials and important fiction and non-fiction.

24. That use of the information services of the State Law Library and the State Historical Library be encouraged by a review of the possibilities for photo-copying and borrowing privileges. The librarians of these agencies, and perhaps the librarians of the University of North Dakota and North Dakota State University should carry on this review, under the direction of the Director of State Libraries with a view toward establishing rules and regulations for extension of services.

25. That subject area specialization be developed in several of the larger city libraries, using federal grants matched with local state funds.

    (In Iowa, for example, certain large city libraries have been designated to build up their collections in specific subject areas with the help of matching funds. Station to station telephone calls may be made from one library to another using a special billing number under the credit card plan, thus ensuring immediate attention to special reference questions. The state library is billed for this telephone service.)

26. That the Union Catalog of the holdings of twenty-three public, college and university libraries be placed under the Reference and Circulation Division of the General State Library, and that its use be promoted and expanded.

AUDIO-VISUAL SERVICES

The first step toward establishing an Audio-visual Department to serve state libraries had already been taken by the State Library when it adopted this policy statement:

> "Audio-visual materials will be selected for use of the general public and public libraries for use at community, civic and club programs and public library educational programs, and personal use. Materials designed for school use will not be selected. The audio-visual materials will be in the form of films and film-strips, pictures and prints, recordings and maps.

I. Films and Filmstrips.

"Films should be selcted for all age groups in a broad range of subjects with emphasis on educational, social and artistic value. The films should be viewed before purchase to select those with both technical and subject excellence.

II. Pictures and Maps.

"The picture collection should consist of fine reproductions of art and portfolios of fine art prints. Slides of art productions will also be obtained if there is a demand for them.

III. Recordings.

"Disc recordings of literary value to serve library purposes, such as storytelling and book talk periods will be selected. Recordings of historical and literary value will also be added as space, demand and cost factors allow expansion in this field."

The audio-visual services should be under the combined Reference and Circulation Division of the General State Library. This service should be given through inter-library loan and be used with book materials for programs. As a state circuit loan collection service it could eliminate purchase of this extremely expensive material by local libraries and insure the maximum use of such materials. Bibliographies with the book, the film and the record should be made available.

It is suggested that at least 5,000 recordings of all types should be purchased for the beginning collection and a minimum of 1,000 added each year. Reliable phonodisc review magazines make selection of a well rounded collection possible. Simple classification should be used for the phonodiscs, but subject cataloging in detail is important.

A picture collection should not be attempted without greatly increased physical facilities. Cooperative use of the State Historical Library map collection would reduce the inevitable duplication. Jobbers have a field day of price listing when two libraries are competing for the same type of material.

A minimum basic film collection of 1,000 titles is suggested. Additional film acquisitions at the rate of 10 to 15% per year should be added each year, as suggested in the 1966 standards.

IT IS RECOMMENDED:

27. That audio-visual services be established as a responsibility of the General State Library, and that these services be developed as an aid to all libraries in the state.

CONSULTANT SERVICES

The ALA Standards call for "a sufficient number of consultants to provide contact with every publicly supported library within the state at least once every year.[21]

IT IS RECOMMENDED AS A PART OF THE FIRST STEP TOWARD REORGANIZATION:

28. That state funds for salaries for new consultant positions be requested of the next state legislature. These positions should include four field consultants and three special services consultants, namely an institutional library consultant, an adult education specialist, and a children's and young people's specialist.

29. That a library plan for service to state institutions (hospitals, prisons, etc.) be developed and that proposals for federal grants be prepared according to the guidelines from the Library Services Branch of the U.S. Office of Education.

COMMENT:

At present the Library Commission has one demonstration librarian who is serving more as an administrator than as a consultant. Four field consultants are needed to meet ALA standards.

An adult education specialist could develop statewide adult education programs using books and audio-visual materials and through in-service training workshops assist local libraries in the development of sound community action programs.

A children and young people's specialist is needed not only for book selection purposes, but for development of children's and young people's programs in the local libraries and to assist in the education program needed to define the different areas of cooperation in school and public library services.

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[21] American Library Association, Standards for Library Functions at the State Level. (Approved by the American Library Association, July 18, 1963)

PUBLIC RELATIONS

Although Public Relation Specialists are sometimes considered a luxury, one is needed to explain the proposed reorganization plans and to work with legislators to push through legislation to make the plans possible.

Public Relation activities in the present State Library Commission are now limited to casual contacts with the state libraries and state departments, budget requests before the General Assembly, Biennial Reports and irregular meetings with the State Board of Administration, providing books for the Federation of Women's Clubs Reading Circle program and irregular news releases, usually when a crisis is at hand.

Sound relations with state departments could be established if the Governor invited the Director of State Libraries to his cabinet meetings.

IT IS RECOMMENDED:

30. That a Public Relations office be established as a staff office under the Director of State Libraries.

COMMENT:

Biennial Reports should be made to a State Library Board who in turn should bring them to the attention of the entire state.

All state organizations should be contacted by some member of the staff to explain the service the state library can give them and (or) the need for expanded state-wide library services. Support of organization of regional systems should be sought in advance of county petitions in order to reduce the chance of outright opposition. The North Dakota Economic Development Commission might remember libraries in their state and local studies and recommendations if research services and books were offered them.

Meetings with legislators in home town library board meetings has been tried and proven successful by certain of the Midwest State Libraries.

A regular newspaper column or the inclusion of the state library in the state government reporter columns together with frequent TV interviews and a weekly radio program would spread the story of state-wide library needs over the entire state.

PERSONNEL

ALA Standards for State Library Functions:

> Standard 49: "State Library agency personnel should meet the highest professional standards, plus the requirements for special positions involved in state service.
>
> "Staff members in professional positions in state library agencies should have at least one year of graduate professional study. The distinctive quality of the effective librarian--sound judgment in adjusting library service to meet a variety of needs and ability to work with a variety of people--should be particularly in evidence. Field workers should have prior experience in the type of library service on which they consult, and special librarians for law, history, and legislative reference need advanced study in the subject fields with which they deal. The standards for library personnel should be competitive on a national basis to enable the state to lead the way in building quality staffs."
>
> Standard 50. "Appointment to state library employment should be for merit alone, and dismissal should occur for only incompetent or grave personal cause."
>
> Standard 51. "Professional positions in the state library service should be open to all qualified candidates."
>
> Standard 52. "Service within the state library program in each state should constitute a career service which provides reasonable opportunity for advancement."
>
> Standard 53. "Salaries for the heads of the state library agencies should be at the level of salaries for the directors of the largest public and university libraries within the state; salaries for other professional personnel should at or above the national level for positions requiring comparable experience and responsibility; and salaries for non-professional personnel should be comparable to those for non-library positions in the state service."

In the North Dakota state libraries, almost none of these standards is met. On the positive side, the state does not prohibit the hiring of out-of-state residents and thus does have the possibility of hiring proessionally qualified librarians. Also commendable is the fact that the present Library Commission offers up to $2000 in scholarships under the Library Services and Construction Act.

IT IS RECOMMENDED:

31. That job descriptions be developed for the professional staff of the General State Library, the State Historical Library, and the State Law Library.

32. That the above standards be adopted immediately, and that the professional personnel recommended throughout this survey be recruited on a nation-wide basis.

33. That the next salary budget request for the General State Library be for a minimum of $125,000 per year.

34. That conditions of library employment be brought up to those of stronger libraries in the state and nation by preparation of a better retirement plan, with sick leave cumulative to 90 days, and annual vacations of one month out of each 12 months of employment. (It is standard practice in American libraries to provide at least one month's vacation, and it is impossible to recruit qualified librarians without meeting this standard.)

35. That a state committee study the possibility and desirability of certification regulations for librarians in publicly supported libraries.

36. That the General State Library plan to provide in-service training and education for librarians and trustees.

37. That three or more clerical workers be hired to support the work of each professional librarian in the state libraries.

PHYSICAL FACILITIES

The space now available for the present Library Commission is just over 4,600 square feet. There is very little reading room space available. Temporary relief could be provided by combining the Reading Room functions of the General State Library and the State Historical Library.

The best answer to this problem is, obviously, to plan a new building to centralize the services of the state libraries.

The State Capitol is already crowded, and the Historical Society building is more suitable to Museum displays than it is to library functions. Renting of space at some distance from the Capitol would not be convenient for the state employees who need the information services of the state libraries.

IT IS RECOMMENDED:

38. That a building for North Dakota State Libraries be planned, with sufficient capacity to house the State Law Library, the State Historical Library, and the General State Library, and with room for expansion.
    a. That as soon as a State Library Board is created, that a committee to plan a program to build such a library be appointed.
    b. That as phase 1 of a building program, $20,000 of state funds be reserved for architects' fees, to be matched with federal funds of the Library Services and Construction Act, to develop plans for this building. This should be done before the next session of the state legislature.
    c. That the following state legislature be asked for funds to build the shell of the new library, and to complete the quarters and furnishing of the General State Library. (This would be phase 2.)
    d. That the third state legislature be asked to provide funds for completion of the quarters to house the Archives, the State Law Library, and the State Historical Library. (Phase 3 of the building program.)

SCHOOL LIBRARIES

Sometimes included in the functions of the state library is the supervision of school libraries. It is not the recommendation of this survey team that this be done in North Dakota. Standard 38 of the ALA Standards for Library Functions at the State Level reads as follows:

> "The function of advising and supervising school libraries should normally be placed in the agency concerned directly with elementary and secondary schools in the Department of Education.
>
> "The school library must be an integral part of the total school program. For this reason, the school library consultants at the state level should be in the closest possible organizational contact with other consultants and supervisors responsible for special aspects of elementary and secondary schools. Such integration is usually best achieved by placement of the school library consultant function in the Department of Education. The Council of Chief State School Officers

has issued a clear statement of *Responsibilities of State Departments of Education for School Library Services*. School consultant service must also be closely coordinated with other state library activities, in the interest of the expanding demands for library materials by students."

IT IS RECOMMENDED:

39. That a full-time school library specialist with a fifth year degree in library science from an ALA accredited library school, and with school library experience be added to the Department of Public Instruction.

LIBRARY EDUCATION

Recommendation 40 will be found in Appendix C, where the subject is discussed, and at the end of the Summary of Recommendations in Chapter I.

CHAPTER VII

NORTH DAKOTA HISTORICAL SOCIETY LIBRARY

by James Taylor Dunn

In the Illustrated Handbook published in 1937 by the State Historical Society of North Dakota, the historical library at Bismarck was described as "the only large library of its kind in North Dakota"-- a statement that is as true today as it was almost thirty years ago. Yet this library, the sole guardian of North Dakota's fascinating heritage, has too long been neglected and has long deserved far better treatment than it has received from those who should be most concerned -- the state's legislators.

For example, a state historical society library can do little but merely exist on a total appropriation (including salaries) of $22,100 -- especially when that library is charged by law with the following all-inclusive tasks:

> 55-01-03. Duties. -- The society shall:
>
> 1. Collect books, maps, charts, and other papers and materials illustrative of the history of this state in particular and of the west generally;
>
> * * * * * * *
>
> 4. Purchase books to supply deficiencies in the various departments of its collection, and especially reports on the legislation of other states, on railroads, and geological surveys and on educational and humane institutions for legislative reference, and such other books, maps, charts, and materials as will facilitate the investigation of historical, scientific, and literary subjects.
>
> * * * * * * *
>
> 5. Catalogue all of the collections of said department for the more convenient reference of all persons who have occasion to consult the same. The state shall bind the unbound books, documents, manuscripts, and pamphlets, and especially newspaper files containing legal notices, in the possession of the society.

These then, are the duties which in North Dakota have to be carried out by a staff of only three employees with an annual budget expended as follows:

Salaries - (for some reason labeled "clerkhire" in the legislative bills)	
Librarian	$6,000
Library assistant	$3,600
Microfilm operator	$4,500
Other expenses	
Books, periodicals, and binding (including purchase of Library of Congress printed cards)	$3,000
Newspaper microfilming	$5,000
TOTAL BUDGET	$22,100

Since no library record shows exactly how much of the $3,000 is spent on binding, periodical subscripttions, and LC cards, it can only be assumed that about $1,500 might be left per year for the purchase of books -- unless, of course, money is taken for such purchases from the hypothetical binding budget and the magazines remain unbound. This apparently has been done. Whatever, the case, let us say that from $1,500 to $2,000 remain annually for the purchase of books. This would allow a maximum of 200 new volumes to be added to the shelves per year by purchase. Yet the North Dakota Historical Library, with such a starvation budget, must collect, buy, or otherwise secure all publications within its acquisition policy.

In 1966 the library's collecting policy seemed to include the following specific subjects (although this policy is nowhere spelled out except in the generalities of the law quoted above):

(1) All North Dakota material including official state documents.
(2) Everything on the history of the West as it relates to Dakota and the rush to the gold fields.
(3) Indians of the Northern Plains.
(4) Development of the Missouri River Basin.
(5) The Fur Trade as it applies to the region.

It is obviously impossible to cover this wide a field on such a limited book fund.

It should, of course, be the aim of any library staff to provide the best possible service to the public. This must be its raison d'etre. Realization of such a service, however, is next to impossible if, first and foremost, there are not sufficient implemental funds for the purchase of books, etc., and the wherewithal to make them available to the public. It is unfortunate that lack of trained personnel has resulted in a vast accumulation, a considerable backlog of unprocessed printed and manuscript material that would discourage the most talented and dedicated of librarians.

To point up the situation in North Dakota it is only necessary to quote from the letter of Miss Margaret Rose, the Society's former longtime librarian, to North Dakota's Governor William L. Guy, dated April 6, 1965: "the library has not met and cannot...meet increasing demands..with the money, staff, resources, and space now at its disposal." It should be noted that the size of the library staff has remained the same for the past thirty-two years and the amount of stack space has actually decreased.

For the adquate functioning of the library, therefore, the number of employees must be doubled. A realistic salary schedule, pared down to the abilities of North Dakota to pay and the legislators to appropriate, should approach the following:

Head Librarian (with a prerequisite of a Master's degree in Library Science or the natural abilities of a bookman-librarian)	$7,000 to $8,500 [22]
Reference Librarian (Degree or experience)	$5,800 to $6,700 [22]
Cataloger (Library Science Degree)	$6,500 to $8,000 [23]
Clerk-typist	$3,800 to $4,500
Microfilm operator	(same as above)
Library Page	$2,400.

(TOTAL LIBRARY EMPLOYEES -- 6)

(See: Dunn, "Historical Society Libraries: Toward Professional Standards" in History News, October 1961).

Another condition in the Library of the North Dakota Historical Society which demands immediate attention is the book collection. It is in dire need of major surgery -- of careful but drastic weeding. This is a task to be entrusted to a person familiar with history and able to judge the value and usefulness of each volume for this particular library. In a report such as this it is impossible to detail what should or should not be discarded, but it is imperative that the quagmire of both valuable and useless material that is now in the sub-basement (locally called "The Pit") be cleared out. Such a disarray has only accumulated because the librarian has had to be all things to all men. If a trained librarian has to answer phone calls, research reference questions, page and shelve books, do the cataloging, and deal with the public, not to mention collecting and cataloging pictures and manuscripts, there is no time left to carry out the necessary household chores.

It is obvious, however, that in some way "the Pit" must be eliminated. And a trained head librarian should have full authority to make necessary decisions and to carry them out. In general, there are a few suggestions which would go a long way toward solving this sub-basement problem:

(1) The Porter collection of medical books should be disposed of and the vaults and other sub-basement shelves containing a hodge-podge of duplicates, partly cataloged books, etc., should be emptied. Other space-takers in the regular stacks, like the Carnegie Peace Commission reports, etc., can also be discarded.

(2) Duplicate North Dakota material must be separated from the rest of the books, and whatever additional copies are not needed for replacement can be disposed of either through bookdealers or by gift, exchange, or sale to other libraries in North Dakota or neighboring states such as Minnesota. This applies as well to other books in the sub-basement. There are several reputable book dealers who would be good outlets for the sale of such material. In this way the library can realize considerable money for the purchase of needed books and equipment. Whatever is not wanted by any of these possible outlets can either be given to the Salvation Army, Goodwill, or scrapped.

(3) Withdraw the library as a depository for U. S. government documents and dispose of most of this collection to the regional depository at the University of North Dakota. In the future the monthly catalog can be checked and wanted government publications purchased individually. This move will result in the saving of a sizable amount of money and staff time, and the stack congestion will be considerably relieved. A good guide in this work is the mimeographed publication, Disposal of Duplicate Library Material issued by the Colorado Historical Society in 1964 which could be easily adapted to the local situation.

(4) The librarian must be given full authority to decide what should not be kept and in what manner unwanted material can be discarded. For lack of a qualified authority, perhaps an outside non-partisan consultant could be employed.

It is unfortunate, too, that the librarian (who serves also as manuscripts and picture curator) is unable to get on the road to search out and collect valuable manuscript documents for the Society's collection. By default, this original source material is being snapped up by the University. It would be wise some day to consider the employment of a manuscripts curator-cataloger. The map collection is also in need of care and housing equipment. These, however, are problems which must be faced at a later date after the problems of lack of employees and the weeding of the collection have been solved. Add to these the possibility of a cooperative cataloging center for all state-supported institutions. Such cooperative activities may be a partial solution to North Dakota's library problems.

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[22] It is quite likely that North Dakota would have to pay a beginning salary of at least $6,500. for a librarian with an M.A. degree ard no experience, and probably $10,000 or more for a head librarian with experience.The average salary for 1965 graduates of accredited library schools was $6,468. For the University of Minnesota, which is the closest school geographically to North Dakota, the average salary of 1965 graduates was $7,041. If, in 1966 the national average salary follows the pattern of previous years, it will be several hundred dollars higher than 1965, and $6,500 will no longer be competitive. - Ed.

[23] If the recommendation made in Chapter VI, that technical processing for all state agencies be centralized in one department, is followed, this position could be eliminated. - Ed.

The North Dakota Library needs space. It is unfortunate that the State Library Commission has been allowed, little by little, to appropriate more than two stack levels. The ideal situation would be to find other quarters outside the Liberty Memorial Building for the Library Commission. The reference department and reading room could then be removed from the work area and placed in the two rooms on the floor directly above. The museum could then expand into the quarters vacated by the Library Commission. The Liberty Memorial Building should be reserved for the exclusive use of the North Dakota Historical Society. Only then will the space problem be successfully conquered. With such a move, the library can continue expanding its collection, and should have enough stack shelving for about the next twenty-five years.

It would also be desirable for the library to formulate collecting agreements with other state-supported institutions. Thought should be given as well to soliciting gifts, memorial or otherwise, small or large, from interested North Dakotans. The development of special funds or appeals to foundations for the purchase of scarce and expensive books might be investigated. The librarian should also definitely have the time to get away from his desk and out into the state to give talks about the historical collection at Bismarck. There is need for more organization in the policy and objectives of the library. Detailed annual reports, for example, should be required of the librarian, and the budget should be more detailed and specific concerning expenditures.

A final problem may lie in what possibly is the poor quality of the films being produced under the newspaper microfilming project. The North Dakota Historical Society apparently lacks essential quality controls and a careful examination of the master film negatives may show them to be poorly photographed, even unreadable. Adequate archival storage of the master negatives on the premises is an important part of such a program, and should be taken into consideration. But this is a highly specialized field and one which must be investigated by an expert. In recent years the microrecording laboratory of the Minnesota Historical Society has pioneered in a similar program and it would be advisable to call in just such a non-profit, outside consultant for suggestions and advice.

In conclusion, North Dakota has a good (though in parts somewhat ragged) historical book collection. The library deserves more acceptance and support from both the legislators and citizens of North Dakota than it has received in the past.

APPENDIX A

THE LIBRARY BILL OF RIGHTS

Adopted by ALA Council on June 18, 1948, and amended on February 1, 1961 *

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries:

1. As a responsibility of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality or the political or religious views of the writer.

2. There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.

3. Censorship of books, urged or practiced by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.

4. Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression that are the tradition and heritage of Americans.

5. The rights of an individual to the use of a library should not be denied or abridged because of his race, religion, national origins or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

* By official action of the Council on February 3, 1951, the Library Bill of Rights shall be interpreted to apply to all materials and media of communication used or collected by libraries.

THE SCHOOL LIBRARY BILL OF RIGHTS

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Libraries endorses the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards

To provide a background of information which will enable pupils to make intelligent judgments in their daily life

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

APPENDIX B

PRESIDENT EISENHOWER ON FREEDOM TO READ

Don't Join The Book Burners. Don't think you are going to conceal faults by concealing evidence that they ever existed. Don't be afraid to go to your library and read every book as long as any document does not offend our own ideas of decency. That should be the only censorship.

How will we defeat communism unless we know what it is, what it teaches? Why does it have such an appeal for men? Why are so many people swearing allegiance to it?...

Now we have got to fight it with something better. Not try to conceal the thinking of our own people. They are part of America and even if they think ideas that are contrary to ours they have a right to have them, a right to record them, and a right to have them in places where they are accessible to others. It is unquestioned or it is not America.

The above exerpt from President Eisenhower's address at Dartmouth College on June 14, 1953 drew wide and enthusiastic response from the reading public. Robert B. Downs, then president of the American Library Association, wrote to President Eisenhower, expressing appreciation of the President's presentation of the freedoms to which the work of librarians is dedicated and told the President that the Los Angeles conference would concentrate on ways librarians could maintain these freedoms. He received the following letter from President Eisenhower which was read at the ALA Council meeting in Los Angeles on June 26:

LETTER FROM THE WHITE HOUSE

Thank you for your letter of June fifteenth. I am glad to know of the annual conference of the American Library Association convening this week, and of the spirit of conscientious citizenship ruling its deliberations.

Our librarians serve the precious liberties of our nation: freedom of inquiry, freedom of the spoken and the written word, freedom of exchange of ideas.

Upon these clear principles, democracy depends for its very life, for they are the great sources of knowledge and enlightenment. And knowledge -- full, unfettered knowledge of its own heritage, of freedom's enemies, of the whole world of men and ideas -- this knowledge is a free people's surest strength.

The converse is just as surely true. A democracy smugly disdainful of new ideas would be a sick democracy. A democracy chronically fearful of new ideas would be a dying democracy.

For all these reasons, we must in these times be intelligently alert not only to the fanatic cunning of communist conspiracy -- but also to the grave dangers in meeting fanaticism with ignorance. For, in order to fight totalitarians who exploit the ways of freedom to serve their own ends, there are some zealots who -- with more wrath than wisdom -- would adopt a strangely unintelligent course. They would try to defend freedom by denying freedom's friends the opportunity of studying communism in its entirety --its plausibilities, its falsities, its weaknesses.

But we know that freedom cannot be served by the devices of the tyrant. As it is an ancient truth that freedom cannot be legislated into existence, so it is no less obvious that freedom cannot be censored into existence. And any who act as if freedom's defenses are to be found in suppression and suspicion and fear confess a doctrine that is alien to America.

The libraries of America are and must ever remain the homes of free, inquiring minds. To them, our citizens -- of all ages and races, of all creeds and political persuasions -- must ever be able to turn with clear confidence that there they can freely seek the whole truth, unwarped by fashion and uncompromised by expediency. For in such whole and healthy knowledge alone are to be found and understood those majestic truths of man's nature and destiny that prove, to each succeeding generation, the validity of freedom.

Dwight D. Eisenhower

THE FREEDOM TO READ

A statement prepared by the Westchester Conference of the American Library Association and the American Book Publishers Council -- May 2 and 3, 1953. The statement has been endorsed by the American Book Publishers Council, Board of Directors; the American Library Association Council; the American Booksellers Association Board of Directors; the National Commission for the Defense of Democracy through Education, appointed by the National Education Association of the U.S.A.; the Book Manufacturers' Institute.

The freedom to read is essential to our democracy. It is under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries.

These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio, and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice, from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the reader to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

The Propositions

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as the sole standard for determining what books should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book solely on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in our society for extra legal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others. We deplore the catering to the immature, the retarded, or the maladjusted taste. But those concerned with freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price, or method of distribution, is dealt with in accordance with due process of law.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

The idea of labeling supposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It supposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concepts of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

* * * * * *

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

APPENDIX C

Recommendation 40 is that the one and only program of library instruction in North Dakota be at the University of North Dakota, and that it shall be a minor program of no more than 18 semester hours of library science to be studied by any individual, and that it shall meet all the points in the ALA Standards for Undergraduate Library Education.

At present, most of the colleges in North Dakota offer weak programs of library instruction. As Ruth Warncke noted in her survey of Montana libraries:

> "A quick response to the problem is the suggestion that undergraduate courses in librarianship be given in more colleges, and that a graduate library school be established in the state. This is not a practical reasonable suggestion ... Money used for programs that do not meet accreditation standards is money ill-spent."

It is the position of the surveyors of the North Dakota library situation that the temptation to settle for less than fully qualified librarians must be resisted by everyone who hopes for adequate libraries in the future. Students recruited to a four year major program of library science are moving into a precarious position. It is probable that they will be delayed or prevented from a career as a professional librarian in the United States.

The basic weakness of minor programs in small colleges is that an overburdened college librarian accepts the burden of teaching and is likely to do a poor job both as a teacher of library science and as a librarian. The danger in a four year major program in library science is that it denies the basic ALA concept that a professional librarian should graduate with a four year bachelor's degree as the prerequisite to professional study in a graduate library school. For the past three decades, librarianship in the United States has been steadily improved by librarians who have demonstrated their academic abilities and add to their knowledge of the humanities, the social sciences and the natural sciences a year's professional study at the graduate level.

It is doubtful that North Dakota can support a graduate library school, and the best potential program would be one, well-supported minor program at the University, operated in accordance with the ALA Standards, as follows:

American Library Association Standards

In 1951 when the ALA Council adopted Standards for Accreditation presented by the Board of Education for Librarianship (now called the Committee on Accreditation) there was established a widely accepted principle that the basic professional program represents five years of education beyond the secondary school level, culminating in the Master's degree. The Standards provide that the primary instructional objective of the five-year program is to develop professional personnel grounded in the fundamental principles and processes common to all types of libraries and all phases of library service and that the professional content of such programs shall represent a minimum of one academic year. A further provision allows for a part of the professional curriculum to be offered at the undergraduate level as introductory courses so long as the major concentration in library science is at the graduate level. Consequently, today many of the accredited library schools offer a prerequisite undergraduate program articulated with the graduate program and culminating in the Master's degree. These schools make provision for liberal arts courses to be elected at the graduate level, thus compensating for any loss of general education at the undergraduate level and broadening the content of the professional year.

It should be emphasized that in presenting the undergraduate Standards and the Guide to Council for approval, the Committee on Accreditation is in no sense abandoning the firmly established principle that the full basic preparation for librarianship is a five-year process. The purpose of the undergraduate standards is to improve the quality of undergraduate programs existing in more than 500 institutions throughout the country by providing counsel and guidance to these schools and by cooperating with the National Council for Accreditation of Teacher Education in its evaluations whenever these schools seek the National Council's accreditation.

STANDARDS

FOR UNDERGRADUATE LIBRARY SCIENCE PROGRAMS

General Statement

The standards herein stated are intended to apply to all undergraduate programs in library science including those offered by institutions having graduate programs of education for librarianship.

The program in education for librarianship shall be based upon the following assumptions:

1. The full basic program of professional education for librarianship encompasses a minimum of five years of study beyond the secondary school culminating in a Master's degree.[1]

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[1] American Library Association, Board of Education for Librarianship, "Standards for Accreditation," ALA Bulletin, 46: 48-49, February 1952.

2. An introductory program of professional education for librarianship may legitimately be given at the undergraduate level but the amount of such work in library science shall not be so great as to limit seriously the amount of general education. Therefore the undergraduate program shall total not fewer than 12 and not more than 18 semester hours.

3. The undergraduate program as conceived in this document may be planned by the faculties of individual institutions to serve as preparation of personnel for certain types of positions in various kinds of libraries.

4. There should be articulation between the undergraduate programs in library science and the graduate library school programs, at least in the same geographic region.

5. Courses shall be offered by extension only where personnel, materials and facilities are comparable to those on campus; such courses shall not form a major part of the student's program in education for librarianship.

6. No part of the introductory program may be given appropriately by correspondence because of the need for a variety of materials in support of the program and for the stimulation of class discussion and guidance.

OBJECTIVES OF THE LIBRARY SCIENCE PROGRAM

The general objectives of undergraduate library science programs are (1) to offer introductory preparation for library personnel for positions at levels commensurate with this preparation and, (2) to provide a foundation for graduate study in the field of librarianship. A further objective may be to provide in-service training opportunities for librarians. It is expected that specific objectives in relation to the needs of the geographic areas and the type or types of libraries served will be formulated by the faculties concerned.

ORGANIZATION AND ADMINISTRATION

The program of library science instruction shall be located in a college or university approved by the appropriate accrediting association. It shall be an instructional unit within the academic framework of the institution rather than an adjunct of the library's administration.

The person in charge of this program shall have this function as his major responsibility. He shall have authority to select students, recommend faculty, plan the curriculum, and direct a continuously developing program with the cooperation of the faculty of the institution. Administrative relationships should be developed which will enable the library science faculty to work closely with supervisors of student teachers and other faculty of the institution.

Adequate clerical assistance shall be provided to the faculty and person responsible for administration of the program.

FACULTY

There shall be at least one full-time instructor for the introductory program. Additional factors to be considered in determining the total number of faculty are areas of instruction, number of students, amount and kind of supervision, supplementary services such as in-service training, and non-teaching responsibilities.

Full-time instructors shall have at least a graduate professional degree in library science with specialization and experience appropriate to their major fields of instruction. Teaching experience is desirable.

Instruction may be given by similarly qualified members of the institution's library staff who have training and experience appropriate to the courses assigned and aptitude for teaching. Such instructors shall have released time from staff duties sufficient to provide for preparation and student and faculty conferences as well as for teaching. If librarians from other institutions are brought in to teach they shall fulfill the same requirements. In no instance shall the major instructional load be carried by a part-time faculty. Instruction may also be given by faculty members of related departments of the same or other institutions whose training and experience are appropriate to the courses assigned to them.

CURRICULUM

The program in library science should be planned in cooperation with the institution's faculty and in relation to the institution's program of general and professional education. The curriculum should undertake to begin the development in students of:

1. Understanding of the library as a social and educational agency, and its role in the development of communication.

2. Understanding of the role and objectives of the various types of libraries in relation to the need of the community each serves.

3. Knowledge of materials: their content, evaluation, organization and use.

4. Knowledge of principles and practices of library organization and administration.

5. Knowledge of techniques and of competence in performance.

Observation in libraries shall be provided for all students as an integral part of the program. Appropriate supervised practice shall be required for school librarians in training.

The curriculum should undertake to provide a foundation for graduate study.

STUDENT PERSONNEL

Admission to the library science program shall be based upon high standards of scholarship and personality, with due regard for qualifications appropriate for library service.

There shall be specific provisions for counseling library students on their programs, on opportunities for service in librarianship, and on the requirements for graduate study in the field.

The institution's placement and follow-up services shall include provision for graduates of the library science program.

FACILITIES AND BUDGET

Quarters for the library science program shall include classroom and office space furnished with appropriate instructional and office equipment.

Special materials needed for instructional purposes shall include a representative collection of professional books, periodicals and audiovisual materials suited to the particular courses offered. Both the general collection of the institution's library and the laboratory school library may provide some of the special materials needed in the library science programs. If courses in work with youth in school and public libraries are given, the institution shall provide a representative collection of books and other materials for children and young people in addition to the laboratory school library.

Libraries that are to serve as demonstration libraries shall meet professional standards of excellent library service.

An initial appropriation to secure equipment, instructional materials and library facilities shall be made by the institution establishing a library science program. Thereafter, an annual budget adequate to support the program of instruction and to secure its continuing development shall be provided.

APPENDIX D

Beacuse it is often tempting in rural areas to plan to combine public and school libraries in one institution, the editor has included excerpts from the Iowa policy and a letter from the Minneapolis Star in this appendix. Both statements emphasize the difficulties of making such a combination library work effectively.

In late 1958 and early 1959 the Minneapolis Public Library withdrew its Branch Public Libraries from several city schools which housed them. The letter reprinted from the Minneapolis Star of Tuesday, April 28, 1959 analyzes the situation and explains the principles which should be kept in mind concerning the relationship between school libraries and public libraries.

In Minneapolis the public library tried for many years to fill a need that the Minneapolis schools had ignored. Since the public library withdrew its service to public schools and in public school buildings, the school board has made great improvements in school library service. Today, although the elementary schools of Minneapolis are far below the national standards in the library services provided, they have been improved considerably, once the school board accepted the fact that school libraries are the responsibility of the school board rather than the public library board.

Miss Ernesting Grafton, State Librarian of Iowa and a member of the team making this survey, has a policy statement describing the distinctive functions of school and public libraries, and a part of this statement is printed here:

I. FUNCTIONS

A. FUNCTIONS AT THE LOCAL LEVEL

1. SCHOOL LIBRARY

The school library is a service center designed for use of elementary, junior high and senior high students, teachers and administrators. Its distinctive function is its instructional role. It supports the curriculum and meets educational needs by providing a rich variety of materials and services. It is often called an instructional materials center both because students learn library skills and because they can read, view, and listen for knowledge and enjoyment, choosing from a variety of media. Instruction, formal or informal, enables the librarian and teachers to teach students to use material with discrimination, judgment and appreciation.

There are two major emphases in the school library. First, there is the opportunity to furnish the intellectural atmosphere and the materials to help students develop an appreciation of good books and a love of reading. Second, curricular and independent study needs are met by a variety of books, periodicals, pamphlets, reference, and audiovisual materials accessible to students and teachers throughout the school day. The quantity of material is designed to satisfy the demands of individual or class room projects.

Teachers use the school library as a resource preparation and planning center. Teachers and administrators consult with the librarian on evaluation, selection and utilization of library materials, but the final responsibility for selection and evaluation is that of the librarian.

Provision for excellent school library service is basically the responsibility of the local school board which delegates authority for administration of this program to its chief school officer. The chief school officer and the library supervisor and/or the librarian work together to plan budget, quarter and equipment purchases.

2. PUBLIC LIBRARY

The public library is designed to serve the reading and informational needs and interests of all people of all ages in its service area. Its collection and serviees are geared to the broad and varied informational, cultural, recreational interests and purposes of the entire community. It is the community's major center for reliable information for a clientele that reaches from pre-schooler to senior citizens. The staff welcomes opportunities to serve groups, but the major emphasis is on service to the individual.

The clientele of the public library requires that it have distinct physical characteristics -- it should be located near major traffic arteries and have adequate parking space. It should have ground floor location, preferably without steps, that entices the user through its open view of people using books and the library in an informal atmosphere.

The use of the public library is voluntary and services and materials for all users are planned to satisfy their individual interests.

This policy statement of the Iowa State Library emphasizes in its later sections that the State Library does not send curriculum materials to school or public libraries and that the Department of Public Instruction and the State Library cooperate whenever possible to encourage the development of excellent library service for all Iowans. It is also recommended in the Iowa policy that Public Library Boards and School Boards should establish lines of communication and should define the respective responsibilities for materials and services. Some specific recommendations are as follows:

B. School and public libraries, each having its own unique function and responsibility, should be financed and administered separately.
   1. The local school administration is responsible for school libraries in relation to the community's entire educational effort.
   2. The public library board is responsible for public library service designed to meet the needs of the entire community.
   3. Experience has shown that joint financing and operation have not been successful in meeting the needs of either students or adults.
   4. Administrative, budgeting, and even political difficulties can be avoided by separate operation.

C. School and public libraries should be housed in separate buildings.

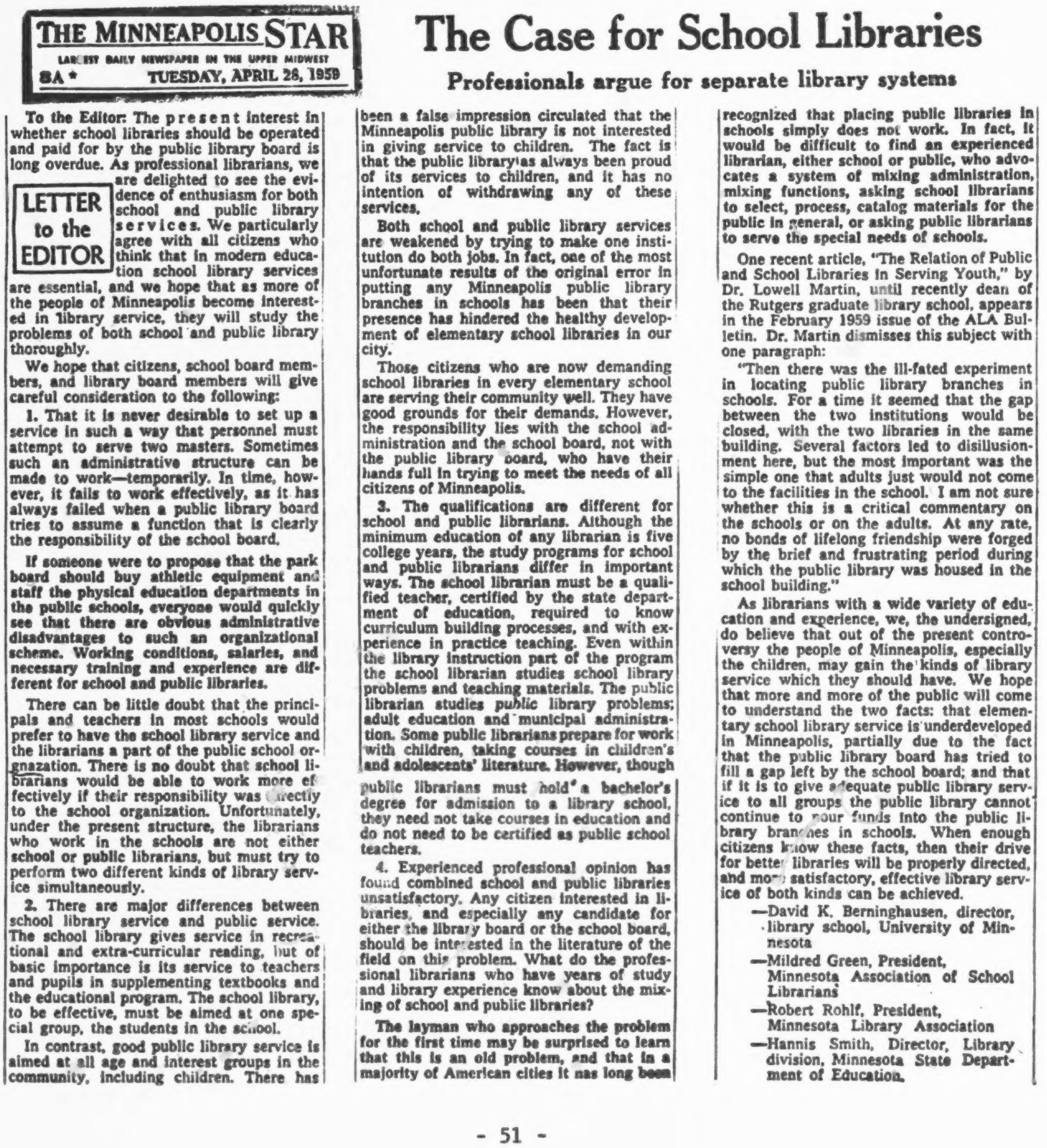
D. Public library bookmobile service should not be considered as a substitute for centralized school library service.

E. Frequent classroom visits to the public library should not be considered as a substitute for centralized school library service.

IT IS THE RECOMMENDATION OF THIS SURVEY OF LIBRARY NEEDS IN NORTH DAKOTA:

That school and public library service be planned to function separately and in a complementary way, rather than as joint units of service.

(The reader is referred to the next few pages "The Case for School Libraries" for a further elaboration of this recommendation).



THE MINNEAPOLIS STAR
LARGEST DAILY NEWSPAPER IN THE UPPER MIDWEST
8A * TUESDAY, APRIL 28, 1959

The Case for School Libraries

Professionals argue for separate library systems

LETTER to the EDITOR

To the Editor: The present interest in whether school libraries should be operated and paid for by the public library board is long overdue. As professional librarians, we are delighted to see the evidence of enthusiasm for both school and public library services. We particularly agree with all citizens who think that in modern education school library services are essential, and we hope that as more of the people of Minneapolis become interested in library service, they will study the problems of both school and public library thoroughly.

We hope that citizens, school board members, and library board members will give careful consideration to the following:

1. That it is never desirable to set up a service in such a way that personnel must attempt to serve two masters. Sometimes such an administrative structure can be made to work—temporarily. In time, however, it fails to work effectively, as it has always failed when a public library board tries to assume a function that is clearly the responsibility of the school board.

If someone were to propose that the park board should buy athletic equipment and staff the physical education departments in the public schools, everyone would quickly see that there are obvious administrative disadvantages to such an organizational scheme. Working conditions, salaries, and necessary training and experience are different for school and public libraries.

There can be little doubt that the principals and teachers in most schools would prefer to have the school library service and the librarians a part of the public school orgnazation. There is no doubt that school librarians would be able to work more effectively if their responsibility was directly to the school organization. Unfortunately, under the present structure, the librarians who work in the schools are not either school or public librarians, but must try to perform two different kinds of library service simultaneously.

2. There are major differences between school library service and public service. The school library gives service in recreational and extra-curricular reading, but of basic importance is its service to teachers and pupils in supplementing textbooks and the educational program. The school library, to be effective, must be aimed at one special group, the students in the school.

In contrast, good public library service is aimed at all age and interest groups in the community, including children. There has been a false impression circulated that the Minneapolis public library is not interested in giving service to children. The fact is that the public library has always been proud of its services to children, and it has no intention of withdrawing any of these services.

Both school and public library services are weakened by trying to make one institution do both jobs. In fact, one of the most unfortunate results of the original error in putting any Minneapolis public library branches in schools has been that their presence has hindered the healthy development of elementary school libraries in our city.

Those citizens who are now demanding school libraries in every elementary school are serving their community well. They have good grounds for their demands. However, the responsibility lies with the school administration and the school board, not with the public library board, who have their hands full in trying to meet the needs of all citizens of Minneapolis.

3. The qualifications are different for school and public librarians. Although the minimum education of any librarian is five college years, the study programs for school and public librarians differ in important ways. The school librarian must be a qualified teacher, certified by the state department of education, required to know curriculum building processes, and with experience in practice teaching. Even within the library instruction part of the program the school librarian studies school library problems and teaching materials. The public librarian studies *public* library problems; adult education and municipal administration. Some public librarians prepare for work with children, taking courses in children's and adolescents' literature. However, though public librarians must hold a bachelor's degree for admission to a library school, they need not take courses in education and do not need to be certified as public school teachers.

4. Experienced professional opinion has found combined school and public libraries unsatisfactory. Any citizen interested in libraries, and especially any candidate for either the library board or the school board, should be interested in the literature of the field on this problem. What do the professional librarians who have years of study and library experience know about the mixing of school and public libraries?

The layman who approaches the problem for the first time may be surprised to learn that this is an old problem, and that in a majority of American cities it has long been recognized that placing public libraries in schools simply does not work. In fact, it would be difficult to find an experienced librarian, either school or public, who advocates a system of mixing administration, mixing functions, asking school librarians to select, process, catalog materials for the public in general, or asking public librarians to serve the special needs of schools.

One recent article, "The Relation of Public and School Libraries in Serving Youth," by Dr. Lowell Martin, until recently dean of the Rutgers graduate library school, appears in the February 1959 issue of the ALA Bulletin. Dr. Martin dismisses this subject with one paragraph:

"Then there was the ill-fated experiment in locating public library branches in schools. For a time it seemed that the gap between the two institutions would be closed, with the two libraries in the same building. Several factors led to disillusionment here, but the most important was the simple one that adults just would not come to the facilities in the school. I am not sure whether this is a critical commentary on the schools or on the adults. At any rate, no bonds of lifelong friendship were forged by the brief and frustrating period during which the public library was housed in the school building."

As librarians with a wide variety of education and experience, we, the undersigned, do believe that out of the present controversy the people of Minneapolis, especially the children, may gain the kinds of library service which they should have. We hope that more and more of the public will come to understand the two facts: that elementary school library service is underdeveloped in Minneapolis, partially due to the fact that the public library board has tried to fill a gap left by the school board; and that if it is to give adequate public library service to all groups the public library cannot continue to pour funds into the public library branches in schools. When enough citizens know these facts, then their drive for better libraries will be properly directed, and more satisfactory, effective library service of both kinds can be achieved.

—David K. Berninghausen, director, library school, University of Minnesota

—Mildred Green, President, Minnesota Association of School Librarians

—Robert Rohlf, President, Minnesota Library Association

—Hannis Smith, Director, Library division, Minnesota State Department of Education.

NORTH DAKOTA STATE LIBRARY COMMISSION SURVEY

Questionnaire to Public Libraries

Instructions for answering questionnaire

1. Please distribute the enclosed personnel questionnaire to each member of your staff except the janitor. Return the completed personnel questionnaire with the general questionnaire.
2. When figures are called for, please give actual figures if they are available. If not, please estimate but be sure to indicate that the figure given is an estimate.
3. Please answer every question as completely as possible.

I. GENERAL INFORMATION

1. Name and address of library:

2. Name of librarian: ______________________________

3. Population served: ____________________

4. Type of library: ____ Municipal ____ County ____ Regional ____ Association
____ Other (please specify) ______________________

5. Total number of full-time equivalent staff (full-time is based on 35-40 hour week) __________

6. Total number of volumes in book collection __________

7. Total budget ______________

8. Do you have plans for a new library building? Yes ____ No _____
   a. If yes, has a library building consultant been engaged? Yes ___ No ___
   b. If yes, has an architect been engaged? Yes ____ No ____

II. PERSONNEL

(See the enclosed questionnaires to be distributed to staff.)

III. FINANCES

1. How is your annual budget prepared? a) Prepared by librarian and submitted to Board _____; b) Prepared by Board and librarian together _____; c) Prepared by the Board without help from librarian _____.

2. To whom is the budget submitted? ________________________

3. What is the current millage rate levied for your library? __________

4. What percentage of your annual funds come from a) tax levy ________;
b) other (please specify) ________________________.

5. What is the total assessed valuation of the area which is taxed to support your library ________________.

6. Budget. Please fill in for your library the amount you budgeted and spent during the fiscal years indicated. Give totals only.

	July 1, 1963-June 30, 1964		July 1, 1965-June 30, 1966	
	Budgeted	Spent	Budgeted	Spent
a. Salaries				
1. Professional*	$______	$______	$______	$____
2. Clerical	$______	$______	$______	$____
3. Contribution to social security, retirement, etc.	$______	$______	$______	$____
TOTAL SALARIES	$______	$______	$______	$____

*Professional means a librarian with a library degree from an ALA accredited library school.

b. Collections				
1. Adult books				
2. a. Nonfiction	$______	$______	$______	$____
b. Fiction	$______	$______	$______	$____
c. Total adult	$______	$______	$______	$____
2. Juvenile books				
a. Nonfiction	$______	$______	$______	$____
b. Fiction	$______	$______	$______	$____
c. Total juvenile	$______	$______	$______	$____
3. Reference books (non-circul.)	$______	$______	$______	$____
4. Periodical subscriptions	$______	$______	$______	$____
5. Audio-visual materials				
a. Films (rentals, etc.)	$______	$______	$______	$____
b. Phonograph records	$______	$______	$______	$____
c. Other (filmstrips, etc.)	$______	$______	$______	$____
6. Binding, book repairs	$______	$______	$______	$____
TOTAL COLLECTIONS	$______	$______	$______	$____

c. Operating expenses				
1. Janitor service (including salaries)	$______	$______	$______	$____
2. Utilities (heat, light, phone, etc.)	$______	$______	$______	$____
3. Supplies				
a. Office and library	$______	$______	$______	$____
b. Janitorial and building	$______	$______	$______	$____
4. Furniture and equipment	$______	$______	$______	$____
5. Building repairs, maintenance, etc.	$______	$______	$______	$____
6. Rental	$______	$______	$______	$____
7. Insurance	$______	$______	$______	$____
8. Travel for staff	$______	$______	$______	$____
9. Other	$______	$______	$______	$____
TOTAL OPERATING EXPENSES	$______	$______	$______	$____

d. Income	July 1, 1963-June 30, 1964	July 1, 1965-June 30, 1966
1. Tax levy	$________	$________
2. Fines, fees, etc.	$________	$________
3. Gifts, endowments, etc.	$________	$________
4. Federal funds	$________	$________
5. Other (please specify)	$________	$________
	$________	$________
TOTAL LIBRARY INCOME	$________	$________

IV. LIBRARY COLLECTIONS

	1963-64	1965-66
1. Book stock in library		
a. Adult books (no.of volumes)		
non-fiction	________	________
fiction	________	________
total adult books	________	________
b. Juvenile books (no. of vols.)		
non-fiction	________	________
fiction	________	________
total juvenile books	________	________
c. Total book stock	________	________
d. Periodicals		
1. Number of titles regularly received	________	________
2. Number of subscriptions	________	________
3. Total number of bound vols.	________	________

e. Number of books added to collection during last biennium (1964-66)

1. Purchased:
   - a. Adult nonfiction ________ c. Juvenile nonfiction ________
   - b. Adult fiction ________ d. Juvenile fiction ________
2. Gifts:
   - a. Adult nonfiction ________ c. Juvenile nonfiction ________
   - b. Adult fiction ________ d. Juvenile fiction ________

f. Audio-visual materials

1. Number of films: Owned by the library ________
   Purchased last biennium ________
   Rented last biennium ________
2. Number of phonograph records:
   Owned by the Library ________
   Purchased last biennium ________
3. Number of filmstrips:
   Owned by the library ________
   Purchased last biennium ________
4. Number of slides owned by the library ________

2. Have you checked your collection against a standard guide such as the Standard Catalog for Public Libraries within the last five years?
   Yes ____ No ____
   If yes, please give some indication of the results:

3. Please list the library selection aids you use to order books:

   In what other ways do you find out about new books?

√

What is your policy for duplicating titles?

Who selects the adult titles for your library? ____________________
Are these selections approved by the Board or by a Board member before ordering? Yes ____ No ____

Who selects the juvenile titles for your library? ____________________
Are these selections approved by the Board or by a Board member before ordering? Yes ____ No ____

4. Weeding and discarding
   a. How often do you weed your collection for unused, outdated, damaged books? once/twice per year ____; regularly by Dewey classes _____; whenever shelves get too full _____; once every two/three years _______; not at all _______.
   b. Who does the actual weeding? Librarian _______; Board committee _______; State Library Commission consultants ______; others: ____.

5. Do you have a gift policy? _______. If yes, please attach it.

V. CIRCULATION (Use figures for 1965-66)

1. How many books did you circulate?
   Adult fiction _________ adult nonfiction _________ juvenile fiction _____
   juvenile nonfiction _________ Total _________.

2. How many items of the following materials did you circulate?
   Print materials:
   pamphlets ______ periodicals_______ other _______ (please specify)
   ______________________________.
   Non-print materials:
   films _____ records _____ filmstrips _____ other (please specify)
   ______________________________.

3. Do you charge a fee for library cards for non-resident borrowers?
   Yes ____ No ____

4. What percentage of your library card holders are non-residents? _______.

5. What percentage of your total circulation do the non-resident card holders account for? ________.

VI. TECHNICAL PROCESSES

1. For each of the following activities, indicate the number or percentage of full-time personnel involved.
   a. Selection of Materials
      _________Professional
      _________Clerical
   b. Ordering Materials
      _______Professional
      _______Clerical
   c. Cataloging and Classification
      _______Professional
      _______Clerical
   d. Preparing and filing catalog cards
      _______Professional
      _______Clerical
   e. Other processing activities such as shelf preparation
      _______Professional
      _______Clerical

2. Do you order your books through a jobber? Yes ____ No ____ If yes, which one (s)? ______________________________________.

3. In cataloging the book collection, are the ALA Rules for Author and Title Entries followed? Yes ____ No ____

4. Are the LC Rules for Descriptive Cataloging followed for cataloging books?
Yes ____ No ____

5. If non-book materials are cataloged, are the ALA and LC rules (as above) followed? Yes ____ No ____

6. Which authority list do you use for subject headings? ____ None;
____ Library of Congress; ____ Sears; ____ Other (please specify)
____.

7. Are cross references made regularly?
   a. see references
      ____ yes ____ no
   b. see also references
      ____ yes ____ no

8. Which system of classification do you use?
____ Dewey ____ Which edition?
____ Library of Congress
____ Other (please specify) ______________________________.

9. If DC or LC is used but subjected to substantial modifications, either through the shortening of numbers or through the use of local special schemes, please explain your practices briefly.

10. Which filing rules do you use?
____ ALA; ____ Library of Congress; ____ Other (please specify)
______________________________.

11. Are you involved in a cooperative program of __________ book selection, __________ book ordering, or __________ technical processing?
   a. If yes, to any of the above, with which other libraries are you involved? ______________________________
   b. If yes, briefly describe the program.

12. Do you use a commercial processing center? ____ yes ____ no. If yes, which one? ______________________________.

VII. LIBRARY SERVICES

Adult Services

1. Which of the following services to adult readers do you give in your library?
____ Book talks and reviews to various organizations
Total given last year ________
____ Sponsor book discussion meetings such as Great Books in or outside the library
Total number of these group meetings in 1965-66 ________.
Total attendance at these group meetings in 1965-66 ________.
____ Provide films, either those owned by the library or those obtained from other sources, for organizations
____ Provide program planning services to organizations
____ Prepare for distribution lists of books of interest to adult readers.
____ Other (please specify)

2. In what ways would you like to have the North Dakota State Library Commission help you in your service to adults? (Please indicate those services you think most important)
____ Regular visits by an adult services consultant
____ Monthly suggestions for book purchases

______ Regular workshops in adult services for self and staff to include:
  ______ help in book selection
  ______ training in book reviewing or giving book talks
  ______ training in leading book-centered discussion groups
  ______ training in conducting film discussion groups
______ Other (please specify)

Children's Services

1. Does your library have story hours? Yes ____ No ____
   If so, how often? ________________________.
   What is the average attendance at the story hours? ____________
   Who conducts the story hours? ____________________.

2. Does your library have a vacation reading program? Yes ____ No ____
   If so, how many children usually participate? _______
   Who conducts this program? ________________________.

3. Do you prepare for distribution lists of books of interest to children?
   Yes ____ No ____

4. Other services provided for children (Please specify) ____________________
   ____

5. Do parents consult the library in selecting books to buy for their children?
   Frequently _____ seldom _____ never _____

6. In what ways would you like to have the North Dakota State Library Commission help you in your service to children? (Please indicate those services you think most important)
   ______ Regular visits by a children's services consultant
   ______ Monthly suggestions for book purchases
   ______ Regular workshops in children's services for self and staff
   ______ Other (Please specify)

7. Is there a school library or library system in your town? Yes ____ No ____
   How does your library serve students?
     ______ Loan books to school libraries
     ______ Loan books to classrooms
     ______ Provide other materials (films, filmstrips, pictures, etc.) to enrich school curriculum
     ______ Stay open hours that the school library is not open
     ______ Other (please specify)

   Do you receive copies of reading lists given out by teachers?
     All ____ some ____ few ____ none ____
     Do you buy books from these lists? All ____ some ____ few ____ never ___
     Do you keep a record of recurring questions arising from school assignments? Yes ____ No ____

Reference Services

1. Do you keep statistics on your reference service? Yes ____ No ____
   Have you ever used any reference statistics as a basis for budget requests? Yes ____ No ____
     If yes, with what results? ______________________________.

2. Do you ever discuss the selection of special reference materials with businessmen, engineers, other specialists or community groups?
   Regularly _____ occasionally _____ never _____.

3. Are you now carrying on any cooperative activities (such as the cooperative purchase of subject collections in depth, purchase or discarding of periodicals, etc.) with a school, college, or another public library
Yes _____ No _____
I   If yes, please describe:

4. Do you have a local history collection? Yes ____ No ____

VIII. PUBLIC RELATIONS AND PUBLICITY

1. Do you receive local newspaper publicity regularly _____ seldom ______ never _____.
   a. If so, what kinds of material are most often used?
   b Lists of new books _____ news items _____
   b. Who writes the stories?

2. Does the local newspaper seem interested in library services, activities, etc.? Yes ____ No ____
If no, do you know why not?

3. Do you use radio announcements to describe library activities and services?
Yes ____ No____ No local radio station _____.
If yes, describe usage:

4. Did you have a local celebration for National Library Week this year?
Yes ____ No ____
If yes, please describe the highlights of the program:

PERSONNEL QUESTIONNAIRE

Please answer all questions as completely as possible. It is not necessary to give your name.

Name of library: ______________________________

Position: ______________________ Annual salary: ______________

Hours worked per week: ________ Age: ________ Sex: ________

Education: (Please indicate highest level of education attained.)

Elementary ____ High School ____ College: _____

If you have attended college, indicate institutions attended, major fields, degrees earned, and dates of degrees.

Institution	Major field	Degree	Date

If you do not have a 5th year library science degree, how many (quarter - semester) (cross out inappropriate one) hours of library science have you taken? ______________________.

Institution	quarter semester hours	Date

Current memberships and offices in library associations:

Library conferences attended in last two years:

Community service activities in last two years:

Talks and type of audience addressed in last two years:

List periodical articles and books published:

Previous library experience:

At the bottom of this page please indicate all types of library work connected with your present position and estimate the percentage of your time devoted to each activity.

1965 Publications

We are interested in the provision of recent adult titles in North Dakota libraries. Please check (x) the following list of 1965 publications for titles which you have.

_____ Adler, Mortimer J. The Conditions of Philosophy: Its Checkered Past, Its Present Disorder, and Its Future Promise.

_____ Ammons, A. R. Corsons Inlet; a Book of Poems.

_____ Andric, Ivo. The Woman from Sarajevo.

_____ Bassani, Giorgio. The Garden of the Finzi-Continis.

_____ Bell, Millicent. Edith Wharton and Henry James.

_____ Bishop, Elizabeth. Questions of Travel.

_____ Böll, Heinrich. The Clown.

_____ Boorstin, Daniel J. The Americans: The National Experience.

_____ Borgstrom, Georg. The Hungry Planet.

_____ Bowle, John. Henry VIII.

_____ Brown, Claude. Manchild in the Promised Land.

_____ Buechner, Frederick. The Final Beast.

_____ Carrighar, Sally. Wild Heritage.

_____ Catton, Bruce. Never Call Retreat.

_____ Chailley, Jacques. 40,000 Years of Music.

_____ Clark, Kenneth. Dark Ghetto.

_____ Cronin, Vincent. Louis XIV.

_____ Davis, Kenneth S. Experience of War

_____ Deuel, Leo. Testaments of Time.

_____ Durant, Will and Ariel. The Age of Voltaire.

_____ Fitzgibbon, Constantine. The Life of Dylan Thomas.

_____ Fussell, Edwin. Frontier: American Literature and the American West.

_____ Gordon, Noah. The Rabbi.

_____ Grass, Günter. Dog Years.

_____ Harding, Walter. The Days of Henry Thoreau.

_____ Harrington, Michael. The Accidental Century.

_____ Hawkins, Gerald S. and White, John B. Stonehenge Decoded.

_____ Hoffman, Malvina. Yesterday is Tomorrow.

_____ Howe, Helen. The Gentle Americans, 1864-1960.

_____ Humphrey, William. The Ordways.

_____ Intern, by Doctor X.

_____ Jarrell, Randall. The Lost World.

_____ John XXIII, Pope. Journal of a Soul.
_____ Josephy, Alvin M. The Nez Perce Indians and the Opening of the Northwest.
_____ Kael, Pauline. I Lost It at the Movies.
_____ Kazantzakes, Nikos. Report to Greco.
_____ Kazin, Alfred. Starting Out in the Thirties.
_____ Kinross, Lord. Ataturk.
_____ Lamont, Lansing. Day of Trinity.
_____ Landowska, Wanda. Landowska on Music.
_____ Lapp, Ralph Eugene. The New Priesthood.
_____ Lessing, Doris. African Stories.
_____ Lind, Jakow. Soul of Wood.
_____ Longford, Elizabeth. Queen Victoria.
_____ Matthiessen, Peter. At Play in the Fields of the Lord.
_____ Moore, Brian. The Emperor of Ice-Cream.
_____ Morison, Samuel Eliot. The Oxford History of the American People.
_____ Morris, Donald R. The Washing of the Spears.
_____ Morris, Richard B. The Peacemakers.
_____ Mydans, Shelley. Thomas.
_____ Myrdal, Jan. Report from a Chinese Village.
_____ O'Connor, Flannery. Everything that Rises Must Converge.
_____ Oldenbourg, Zoé. Catherine the Great.
_____ Paton, Alan. South African Tragedy.
_____ Roethke, Theodore. On the Poet and his Craft.
_____ Roy, Jules. The Battle of Dienbienphu.
_____ Rudofsky, Bernard . The Kimono Mind.
_____ Runciman, Steven. The Fall of Constantinople.
_____ Schlesinger, Arthur M., Jr. A Thousand Days.
_____ Shaplen, Robert. The Lost Revolution.
_____ Sharp, Alan. A Green Tree in Gedde.
_____ Simpson, Louis. Selected Poems.
_____ Sinclair, Andrew. The Available Man.
_____ Sitwell, Edith. Taken Care Of.
_____ Sorenson, Theodore. Kennedy.
_____ Spark, Muriel. The Mandelbaum Gate.
_____ Stampp, Kenneth M. The Era of Reconstruction, 1865-1877.
_____ Stern, Richard. Stitch.
_____ Sutherland, Elizabeth, ed. Letters from Mississippi.
_____ Swanberg, W. A. Dreiser.

_____ Teale, Edwin Way. Wandering Through Winter.

_____ Tharp, Louise Hall. Mrs. Jack.

_____ Tolson, M. B. Harlem Gallery, Book I, The Curator.

_____ Tomkins, Calvin. The Bride and the Bachelors.

_____ Warren, Robert Penn. Who Speaks for the Negro?

_____ Weller, Jack. Yesterday's People.

_____ Weltfish, Gene. The Lost Universe.

_____ White, Theodore H. The Making of the President: 1964.

_____ Wiesner, Jerome B. Where Science and Politics Meet.

_____ Wilson, Edmund. The Bit Between My Teeth.

Reference Holdings

Please place a check (x) in the left hand column if you have the title listed. Give the date of your latest edition where indicated.

1. _____ McGraw-Hill Encyclopedia of Science and Technology.
2. _____ A sports encyclopedia such as Menke. Date of your latest edition _____
3. _____ A slang dictionary such as Wentworth.
4. _____ A usage dictionary such as Fowler.
5. _____ A dictionary of abbreviations such as Schwartz.
6. _____ A medical dictionary such as Blakiston's New Gould.
7. _____ A law dictionary such as Black.
8. _____ Roget's International Thesaurus. Date of your latest edition _______.
9. _____ Reader's Guide to Periodical Literature, current subscription.
   Abridged _____ Unabridged _______.
10. _____ A book review index such as Book Review Digest or Gale's Book Review Index, current subscription.
11. _____ Essay and General Literature Index, current subscription.
12. _____ Cook. Short Story Index. How many supplements do you have? _______.
13. _____ Granger. Index to poetry + supplement. Date of your edition _______.
14. _____ Facts on File, current subscription.
15. _____ Cumulative Book Index, current subscription.
16. _____ Books in Print, latest edition only.
17. _____ Standard Catalog for Public Libraries, latest edition plus supplements.
18. _____ Fiction Catalog, latest edition plus supplements.
19. _____ Standard Catalog for High School Libraries, latest edition plus supplements.
20. _____ Junior High School Library Catalog.
21. _____ Children's Catalog, latest edition plus supplements.
22. _____ Ayer. Directory of Newspapers and Periodicals, latest edition only.
23. _____ Ulrich's International Periodicals Directory. Date of your edition _____
24. _____ Monthly Catalog of U. S. Government Publications, current subscription.
25. _____ Selected List of U. S. Government Publications, current subscription.
26. _____ Leidy. Popular Guide to Government Publications. Date of your edition _______.
27. _____ Who's Who in America. Date of your edition ________.
28. _____ Current Biography, current subscription.
29. _____ Kunitz. Twentieth Century Authors.
30. _____ Kunitz. American Authors: 1600-1900.
31. _____ Kunitz. British Authors of the Nineteenth Century.
32. _____ An Almanac such as World Almanac or Information Please. Date of your latest edition._________.

33. _____ Book of the States. Date of your latest edition _________.

34. _____ U. S. Department of Agriculture, Yearbooks. Which numbers do you have? ________________________________.

35. _____ Municipal Year Book. Date of your latest edition _______.

36. _____ Statistical Abstract of the United States. Date of your latest edition _______.

37. _____ North Dakota Legislative Manual. Date of your latest edition _______.

38. _____ U. S. Government Organization Manual. Date of your latest edition ______

39. _____ U. S. Congress. Official Congressional Directory. Date of your latest edition _______.

40. _____ Directory of Post Offices; U. S. Official Postal Guide. Date of your latest edition. _________.

41. _____ Robert's Rules of Order.

42. _____ An etiquette book such as Vanderbilt or Post. Date of your latest edition ________.

43. _____ A standard handbook for secretaries such as Taintor and Munro.

44. _____ A book of quotations such as Bartlett, Stevenson, Oxford, etc.

45. _____ Benet. Reader's Encyclopedia or the Oxford companions to literature.

46. _____ Handbook of Chemistry and Physics. Date of your latest edition _______.

47. _____ A college guide such as Lovejoy or American Universities and Colleges. Date of your latest edition _________.

48. _____ American Book of Days.

49. _____ Kane. Famous First Facts.

50. _____ An investor's service such as Moody's, current subscription.

51. _____ Thomas' Register of American Manufacturers. Date of your latest edition ________.

52. _____ A dictionary of American History such as Adams.

53. _____ Gardner. Art through the Ages.

54. _____ Apel. Harvard Dictionary of Music.

55. _____ An opera collection such as Kobbe, McSpadden, Cross, etc.

56. _____ An encyclopedia of mythology such as Funk and Wagnalls or Larousse.

57. _____ A Bible dictionary or concordance such as Strong, Hastings, etc.

58. _____ Yearbook of American Churches. Date of your latest edition _______.

59. _____ Mead. Handbook of Denominations in United States. Date of your latest edition ______.

60. _____ Statesman's Yearbook. Date _______.

61. _____ Political Handbook of the World. Date ________.

62. Children's encyclopedias
_____ Comptons. Date of your set _________.
_____ World Book. Date of your set ______.
_____ Other. Date of your set ______.

63. Adult encyclopedias
_____ Britannica. Dates of your sets ________________.
_____ Colliers. Date of your set ________________.
_____ Americana. Date of your set ________________.
_____ Other. Date of your set ________________.

64. One volume encyclopedias
_____ Columbia. Date _________.
_____ Lincoln Library. Date ___________.
_____ Other ______________________. Date __________.

65. Unabridged dictionaries
_____ Websters. Date __________.
_____ Funk & Wagnalls. Date _________.
_____ Other ________________________. Date ________.

66. Gazetteers
_____ Columbia. Date ___________.
_____ Webster's. Date ___________.
_____ Other ___________________________. Date _________.

67. _____ A recent world atlas such as Goode or National Geographic. Date of your latest edition _________.

Additional information needed from county and regional libraries:

1. Type of library
   _____ county
   _____ regional
   If regional, what type of library system do you have?
   Consolidated _____; Federated _____; Cooperative _____; Mixed _____;
   Contract _____.
   _____ Other (please specify) ____________________________.

2. What is the basis of your financial support?

   _____ County funds; _____ Municipal funds; _____ Other (please specify)

   ____

   Have any established municipal libraries within your area of service elected not to join your system? Yes ___ No ___.
   If yes, which ones?

   If your library system includes established municipal libraries, do these libraries have additional municipal financial support? Yes ___ No ___.

3. Do you give bookmobile service? Yes ___ No ___.

   a. If yes, how many stops do you make? ________
   b. How often do you make these stops? Twice a week ____; once a week _____; once every two weeks _____; once a month _____; other ______________________(please specify).

4. Does your library system include established municipal libraries? Yes___ No ____.
   a. If yes, do these libraries have their own library boards? Yes___ No ___.
   b. What services do you provide for these libraries? Check (✓) as many items as are appropriate.
      ____ total library service
      ____ book selection
      ____ book ordering
      ____ book collections
      ____ honor borrower's cards
      ____ cataloging and processing of materials
      ____ consultant service
      ____ reference service
      ____ shared administrative personnel
      ____ serve as planning agency
      ____ serve as coordinating agency
      ____ public relations programs
      ____ delivery service when books borrowed at one member library are returned at another
      ____ union catalog of holdings
      ____ union list of periodicals
      ____ provision of films and/or other audio-visual materials
      ____ back files of periodicals
      ____ back files of newspapers
      ____ other (please specify)

   c. Are member libraries of your system given special responsibility for developing a particular subject collection in depth? Yes ____ No ____.

5. Does your library system include branch libraries or stations? Yes ____ No ____.
   If yes, what services do you provide for these branches? Check (✓) as many items as are appropriate.
      ____ total library service
      ____ provision of staff
      ____ book collections
      ____ book ordering
      ____ cataloging and processing of materials
      ____ honor borrower's cards
      ____ consultant service
      ____ reference service
      ____ shared administrative personnel
      ____ serve as planning agency
      ____ serve as coordinating agency
      ____ public relations programs
      ____ delivery service when books borrowed at one branch are returned at another
      ____ union catalog of holdings
      ____ union list of periodicals
      ____ provision of films and/or other audio-visual materials
      ____ back files of periodicals
      ____ back files of newspapers
      ____ other (please specify)

Name of Library ______________________________

NORTH DAKOTA STATE LIBRARY COMMISSION SURVEY

Questionnaire to Public Library Boards

1. How often does your Board regularly meet? ______________________________

2. If any of your scheduled meetings were cancelled during 1965/1966, was it due to lack of business ______ or quorum _____?

3. Have you as a Board adopted a basic policy statement of objectives especially concerning the selection of books? Yes ____ No ____
If yes, please enclose a copy of your statement.

4. Does your Board operate under a set of by-laws? Yes ____ No ____
If yes, please enclose a copy of the by-laws.
If yes, when were the by-laws last revised? ______________________________

5. By whom are Board members appointed? ______________________________

6. What member of your present Board has served the longest?

How many years has he served? ____________________

7. How many of your present Board have ever attended an American Library Association Conference? ________________

How many have attended a North Dakota Library Association Conference?
____________________.

8. What are the salaries of the following in your community?

Superintendent of Schools __________
High School Principal __________
Teacher with M.A. (no experience) __________
Teacher with B.A. (no experience) __________

9. What is the highest level of education attained by:

The Superintendent ______________________________
The Principal ______________________________

NORTH DAKOTA STATE LIBRARY COMMISSION SURVEY
QUESTIONNAIRE TO ACADEMIC LIBRARIES

General Information

1. Name and Address of Institution:

2. Name of Librarian:

3. Type of Institution:
   ___college, ____university, ____state-supported, ____private, ____religious,
   ___other (please specify).

4. Enrollment _____________

5. Size of Faculty ______________

6. Number of full-time equivalent library staff (full-time is based on 35-40 hour-week) _________

7. Size of library collection ____________

8. What are your policies on serving the public outside the academic community?

9. Are you engaged in any cooperative programs with other libraries? Yes___ No___
   a. If yes, which libraries?

   b. If yes, please describe briefly these programs.

The reference and periodicals checklists are too long to be reproduced. The reference list is the "Opening Day Collection" from choice with a few titles added. The periodicals list is the same list of 596 significant titles used by the University of Minnesota Library School faculty in its survey of the seven state-supported institutions of higher learning in South Dakota.

NORTH DAKOTA STATE LIBRARY COMMISSION SURVEY
Questionnaire to Schools

Name and address of school:

Population served: ____________ Grade levels served: ____________

Number of teachers: ____________ Enrollment: ____________

Does your school have a central library room: Yes ____ No ____

If yes, what is the size of the room? ____________________________

Number of seats: ______________

Total number of volumes in central library ______________________

Does your school have collections of library books in the classroom? Yes ___ No ___

Total number of volumes in classroom collections: ____________

Are your library books listed in a card catalog? Yes ____ No ____

To how many periodicals does your school subscribe?

Total number of periodical subscriptions ____________

Total number of different titles ____________

Do you have a person who is assigned responsibility for the library? Yes ___ No ___

If yes, what training in library science does this person have? (Please indicate whether credits are in semester or quarter hours.)

Number of credits	Institutions	Degree	Dates

How many hours per day is the librarian assigned to the library? __________

How many hours per day is the librarian assigned to other duties? __________

What are these duties? ______________________________________

Does your school have audio-visual materials? Yes ____ No ____

If yes, are your audio-visual materials administered by the librarian? Yes ____ No ____

If no, by whom are they administered? ______________________

What is the total amount to be spent for library materials this year:

from school funds ________________; from other sources ____________ (please specify source)

How many hours per week before and after school is your school library open? ______

Is your school library open on Saturday? __________

Is your school library open during the summer? __________

Did you make use of the North Dakota State Library Commission last year? Yes ____ No ____

If yes, please describe briefly your use of the State Library Commission

____ Received collections of library books. Number received ________

____ Was visited by someone on staff of State Library Commission. Number of visits ________

____ Other (Please specify)

Does your community have a local public library? Yes ____ No ____

Is your community served by a bookmobile? Yes ____ No ____

If yes, what services does your school receive from your local public library or bookmobile?

Other comments: